THE SCHOOL OF ARABIC

SUMMER 1999

The Language Schools

MIDDLEBURY COLLEGE

The School of Arabic

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-2006
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Summer 1999

Nine-Week Session
June 11 - August 13
Total Fees: $5,860
(Tuition $3,800; Board $1,475; Room $585)

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Letter from the Director

Dear Student of Arabic,

It's a great pleasure and an honor for me to welcome you to the 1999 summer session of the School of Arabic. I have taught in the school for many years, but this is my first summer as Director. You and I have a wonderful summer of achievement and excellence to look forward to.

Please allow me to share with you some information about our school, its philosophy, and its recipe for success. Since 1982, the School of Arabic in Middlebury has evolved to become the primary destination on the North American continent for students who wish to learn and live the Arabic language and culture in a relatively short period of time. Throughout its history, the school has been synonymous with three words: prestige, achievement, and satisfaction. The school has played a key role in shaping the course of Arabic language teaching in the United States and abroad. The Al-Kitaab textbooks which were developed and produced at the school are now the most widely used Arabic language textbooks in universities in the United States and abroad. Our faculty often return to their home institutions to transmit the innovative and highly effective techniques of the Middlebury approach to teaching foreign languages. The students also leave the school with a much higher set of goals and expectations for themselves and for their future Arabic classes.
I am most deeply grateful to my predecessor, Dr. Mahmoud Al-Batal, who has worked tirelessly for eight years to bring the School of Arabic to the cutting edge in foreign language learning and teaching. He has achieved a legacy that we are all proud of.

The heart and soul of Middlebury are its teachers and its students. Some of the most dedicated teachers from leading U.S. universities and Arab countries come to Middlebury to share their experiences and expertise with you. Our students

come from universities and professions all over the world, and represent a wide variety of backgrounds and interests. Their diversity adds to the uniqueness of the program.

The School of Arabic offers you a unique experience that is virtually unmatched anywhere in the world. Middlebury is much more than textbooks and classrooms. The entire environment shapes your Arabic learning experience. This way of life cannot be calculated in terms of semesters and credit hours. You will eat, sleep, study, make friends, interact with professors, watch television, and attend lectures and films, all exclusively in Arabic. Arabic newspapers, magazines, and Internet connections to Arabic websites will keep you up to date on current events around the world. You can enjoy all of your favorite sports at Middlebury College's modern sports facilities, while learning to challenge your opponents in Arabic.

The Middlebury experience even extends beyond Middlebury. One of the high points of the summer is a trip to Montreal, where you can enjoy an evening of music and dance with your friends in the wonderful ambiance provided by a live Arab band in a Lebanese restaurant, shop at an Arabic bookstore, and sit at Om Kulthoum Cafe and sip on your tea or coffee while listening to music and chatting in Arabic with the locals. If it's ten o'clock at night and you have a question you can go to your instructor's office, and he or she will probably be there preparing for tomorrow's work or helping a classmate of yours. If your instructor is not available, ask any other instructor or intern who's around. They will be more than glad and willing to help you.

The School of Arabic challenges its students to live up to their utmost potential. We know that you are willing to invest nine weeks of your life in this program. We realize that you have pledged total commitment to the acquisition of Arabic language and culture. We appreciate that you will entrust us with the mission of guiding you to your goals. We pledge that we are equally committed to the same mission and we will provide you with the tools and

the assistance necessary for you to achieve your goals. We will challenge you and we expect you to challenge us. We realize that you are an individual with your own aspirations and your own priorities. At the School of Arabic, we will do our best to help you reach the goals that you have set for yourself, in an intense, yet friendly and enjoyable environment. Please do not hesitate to call on me if you have any questions about the Arabic program. I look forward to greeting you in person in Middlebury, *InShaa'Allah*.

Nabil Abdelfattah
Director

The School of Arabic

The School of Arabic offers Elementary, High Elementary, Intermediate, High Intermediate and Advanced courses in the nine-week summer session. The curriculum emphasizes reading, listening, speaking, culture and writing skills, all of which are practiced daily in and out of class. Students engage in communicative and functional activities, often in small groups, that maximize interaction and linguistic accuracy. Reading and listening materials are all authentic. The school has its own language lab with a wide selection of audio tapes for work on listening skills. Students have access to the Textbook audio tapes in digitized sound available on line in computer labs. In addition, students are introduced to word processing in Arabic. All the Macintosh computers at the Middlebury College computer center are equipped with the *Nisus* Arabic word-processing software and with Internet and e-mail connections.

The Middlebury College Starr Library houses a modest modern and classical Arabic collection covering a wide range of academic and non-academic interests, which students at all levels may use for outside reading and class projects. Students can read Al-Ahram and Al-Hayat newspapers which are available daily as well as a selection of magazines in the lobby of Starr Library and the social lounge of the School of Arabic. The school also has an extensive collection of Arabic music tapes, CDs and films on video cassette from many parts of the Arab world.

The main focus of the school is the teaching of Modern Standard Arabic. At the High Intermediate and Advanced levels, students are exposed to "Educated Spoken" forms of some Arabic dialects. This addition to the school's curriculum has been implemented in response to a growing need to bring students' aural and oral proficiency to a level where they can comfortably and naturally interact with Arab intellectuals and conduct their daily life in the Arab World.

The material covered and the level of proficiency achieved in one summer at the Middlebury

School of Arabic is generally considered equivalent to at least one academic year's work at most other institutions. Student progress is evaluated through the administration of written and oral proficiency tests at the beginning and end of the session.

Credit

Credit is defined in terms of *units*. One unit equals three semester hours. Each level offered in the nine-week session of the School of Arabic awards four units (twelve semester hours) of undergraduate credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session. Information about the financial aid application process accompanies admissions materials published by the Language School each year.

Graduate Internships

Every summer, the School of Arabic offers two Graduate Internships. Graduate Interns may audit the Advanced level class, observe the teaching of regular school faculty, help in correcting homework and material preparation, tutor individual students and hold office hours, and in general participate in all other school activities. Eligible candidates must have served as teaching assistants at their home institutions or have career interests in the field of Arabic language and literature. Candidates must possess at least an Advanced level proficiency in Arabic. The School of Arabic provides interns with full room and board and a small stipend for the nine week session. Interns are expected to cover their

own travel expenses to and from Middlebury College. For more information about these internships, please write to the Director of the School of Arabic at Middlebury College.

Enrollment

Upon acceptance, all students must pay a $200 non-refundable enrollment deposit to be applied to the tuition charges.

Application and Admission

Application materials for the 2000 summer session will be available in the fall of 1999 from:

The School of Arabic
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: NABIL ABDELFATTAH, Lecturer of Arabic, University of California at Berkeley. Ph.D., University of Texas at Austin

Bilingual Assistant: CHRISTOPHER TOENSING, Ph.D. candidate, Georgetown University. M.A., Princeton University

School Coordinator: AMY COMES

Faculty

MAHMOUD ABDALLA, M.A., Essex University (U.K.); Lecturer in Arabic, Washington University (St. Louis)
SINAN ANTOON, M.A., Georgetown University; Teaching Fellow, Indiana University
AMIN BONNAH, Ph.D., Georgetown University; Assistant Professor of Arabic, Georgetown University
KRISTEN BRUSTAD, Ph.D., Harvard University; Assistant Professor of Arabic, Emory University
DRISS CHERKAOUI, Ph.D., Sorbonne III; Assistant Professor of Arabic, The College of William and Mary
DALIA ABOU HAGAR, M.A., American University in Cairo; Teaching Fellow, University of Pennsylvania
JOHN ISKANDER, Doctoral Candidate, University of California at Santa Barbara
AHMAD KAROUT, Dip. in French Literature, University of Damascus; Instructor of Arabic, l'Institut Francais d'Etudes Arabes de Damas (IFEAD)
HANAA EL-KILANY, M.A., American University in Cairo; Teaching Fellow, University of Pennsylvania
MANDY McCLURE, Doctoral Candidate, Indiana University

DAVID NANCEKIVELL, M.A., University of Laval (Canada); Doctoral Candidate, Harvard University

NADA SAAB, Doctoral Candidate, Yale University; Lecturer of Arabic, Princeton University

IMAN SAAD, M.A., American University in Cairo; Instructor of Arabic, Arabic Language Institute, American University in Cairo

SIHAM SERRY, M.A., American University in Cairo; Instructor, Arabic Language Unit, American University in Cairo

CHRISTOPHER STONE, M.A., Princeton University; Teaching Fellow, Princeton University

Program of Study

101-102-103-104 Elementary Arabic (Level 1)

The beginning level is designed for students with no prior knowledge of Arabic. During the first two weeks, students sign a modified pledge to use Arabic exclusively. Instructors use English as a medium to facilitate communication in class. Outside of class, beginning students abide by the full Language Pledge. From the first day of classes, students are exposed to authentic reading and listening materials. They engage in functional activities, often in small groups, necessary to their survival in the school community and later on in an Arab setting. Each student in the elementary level is paired with a student from either the third or fourth level in what is known as "The Big Brother/ Big Sister Program." The big brother or sister looks after the beginning student within the framework of the Arabic language. Students at the elementary level are introduced to the use of Arabic computer software and to listening materials in digitized form. Reading assignments from Arabic sources on the Internet are also a feature of this level. Students write long compositions and make oral presentations in class in a way that makes the use of Arabic a natural process and helps students at this level blend in with students from higher levels. The beginning class meets for five hours per day. Students are expected to spend between four and five hours outside of class working on assignments and preparing for next day's class. (4 units)

Required Texts:

1) *Alif Baa, An Introduction to Arabic Letters and Sounds,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995.

2) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya: A Textbook for Beginning Arabic, Part I,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995.

3) *The Hans-Wehr Dictionary of Modern Written Arabic,* Spoken Languages Services.

197-198-199-200 High Elementary Arabic (Level 1.5)

This course of study is designed for students who have had some exposure to Arabic through an academic institution for a semester or the equivalent to it, through living for a period of time in an Arab country, or through private tutoring in the language. Students at this level typically come from different backgrounds, have studied using different textbooks, and have different levels of proficiency. Students are expected to use Arabic exclusively from the outset and all instruction is conducted in Arabic. Students in this level are exposed to authentic reading and listening materials that are of more depth and length than those used in Level 1. The speaking and writing assignments are more varied and more demanding than Level 1 assignments. Students at this level are required to write and edit their compositions using Arabic word-processing software available at the school, in addition to other technological features such as digitized sound for Al-Kitaab lessons and reading assignments from the Internet. Classroom instruction covers five hours per day. Students are expected to spend between four and five hours a day outside of class working on assignments and preparing for next day's class. (4 units)

Required Texts:
1) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya: A Textbook for Beginning Arabic, Part I,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995.
2) *The Hans-Wehr Dictionary of Modern Written Arabic*, Spoken Languages Services.

201-202-203-204 Intermediate Arabic (Level 2)

Students placed in Level 2 normally have taken two or three semesters of Arabic in an academic setting and have knowledge of the basic grammatical and lexical features of Arabic. Sometimes a "lower intermediate" class is created to accommodate those

students whose proficiency and language skills require that they go at a slower speed than regular intermediate students. Typically, students in the lower intermediate class have finished only two semesters of college Arabic, or more than two semesters but have been away from the language for some time. The objectives of Intermediate Arabic are, in general, to solidify knowledge of the basic rules of Arabic grammar, to expand vocabulary in terms of complexity, and to increase the acquisition of words for active use in a wide variety of topics and settings. Emphasis is placed on the use of authentic reading and listening materials, and on communicative writing and speaking tasks. Students at the intermediate level are required to go to all Arabic lectures and movies. Usually, there are homework assignments designed to enhance each student's benefit from the cultural activities. At the end of the course, students at the intermediate level are expected to write a long composition of at least 1,200 words. Oral presentations of 15 to 20 minutes are regular activities at this level. Classes meet five hours a day. In addition, work outside of class requires an average of four to five hours a day. (4 units)

Required Texts:
1) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya: A Textbook for Beginning Arabic, Part I,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995.
2) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya, Part II*, by Brustad, Al-Batal, and Al-Tonsi, Georgetown University Press, 1997.
3) *The Hans-Wehr Dictionary of Modern Written Arabic*, Spoken Languages Services.

301-302-303-304 High Intermediate Arabic (Level 3)

Students at this level have a broader range of vocabulary, more fluency in speaking, and more advanced skills in Arabic than students at the regular Intermediate Arabic level. The main objective of

this course is to move students in a short period of time across the threshold of the high intermediate level of proficiency and provide opportunities and learning strategies towards the advanced level of proficiency. This level is characterized by extensive readings and discussions on a multitude of political, social, cultural, and literary topics. Writing assignments are geared toward stylistic and aesthetic aspects of the Arabic language. Students produce lengthy expository and argumentative discourse. Attending lectures and films and participating in follow-up discussion sessions either with their instructor or the visiting lecturer are regular features of class activities. Listening activities focus on totally authentic materials of considerable length and content. At this level, students are exposed to one or more of the colloquial dialects such as Egyptian, Moroccan, or Syrian. The objective is to equip students with the necessary conversational skills that would enable them to engage in meaningful discourse with educated Arabs in a medium that is not considered artificial or unfamiliar in the Arab World. Classes meet for four to five hours a day in addition to one hour dedicated to the study of one of the colloquial dialects offered in the school. Work outside of class requires between five to six hours a day. (4 units)

Required Texts:

1) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya: A Textbook for Beginning Arabic, Part II,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1997.
2) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya, Part III (Preliminary Edition)*, by Brustad, Al-Batal, and Al-Tonsi.
3) *The Hans-Wehr Dictionary of Modern Written Arabic,* Spoken Languages Services.

401-402-403-404 Advanced Arabic (Level 4)

Students accepted at this level are expected to have mastered language mechanics and possess the high intermediate level of proficiency in Modern

Standard Arabic. The course is designed to enable students to attain solid, advanced level proficiency or higher in the various language skills. Readings at this level are extensive and varied in terms of genres and academic interests. They consist exclusively of authentic materials on various contemporary and classical topics in language, literature, and the social sciences. Chapters from books, novels, and lengthy articles form the backbone of this course. Students analyze the stylistic features of different genres and texts. Special emphasis is placed on understanding the nuances of the language and the use of idiomatic expressions and rhetorical devices. Home assignments are varied and typically consist of attending or watching a recording of a lecture, reading a chapter from a book and making an oral presentation in class based on that reading, engaging in a panel discussion with other classmates and one or more of the other instructors in the school, or watching a live TV broadcast (via satellite) of a cultural, historical, political, or religious nature. At the advanced level, students also study the basic structures and phonological system of one of the major colloquial dialects. Students are encouraged to adopt the same linguistic medium that intellectual and educated native speakers of Arabic adopt in their conversations on academic topics. Classes meet for four hours a day in addition to one hour dedicated to the study of one of the colloquial dialects offered in the school. Work outside of class requires between five to six hours a day. (4 units)

Required Texts:

1) *Al-Kitaab fii Taᶜallum al-ᶜArabiyya, Part III (Preliminary Edition)*, by Brustad, Al-Batal, and Al-Tonsi.
2) *Adawaat al-Rabt* by Ahmed Taher Hasanein & Nariman Al-Warraki, American University in Cairo Press, 1994
3) *The Hans-Wehr Dictionary of Modern Written Arabic,* Spoken Languages Services.
4) A variety of additional texts selected by instructor(s).

Electives in Colloquial Arabic

As part of the curriculum, each student at the High Intermediate and Advanced levels (Levels 3 and 4) is required to choose one colloquial elective course which meets four hours per week in addition to the regular course load. These electives represent a basic component of the curriculum at these levels and provide important cultural, as well as linguistic, exposure. They are not optional and are not separate courses for which students receive separate credit or separate grades. A student's performance in the chosen elective contributes to the determination of her/his final overall grade for the course.

The elective offerings vary from year to year based on student interest and the availability of instructors. The courses that were offered during the 1998 session were:

(1) Elementary Egyptian Arabic
This course is designed to expose students to the basics of Egyptian Colloquial so as to allow them to function in daily life situations.

(2) Intermediate Egyptian Arabic
This course is intended for students who have had some exposure to Egyptian Colloquial. Special emphasis in this course will be placed on the use of audio-visual materials.

(3) Elementary Syrian Arabic
This course is designed to expose students to the basics of Levantine Arabic, allowing them to function in daily-life situations.

(4) Intermediate Syrian Arabic
This course is intended for students who have had some exposure to Syrian Colloquial.

Students in lower levels are exposed to colloquial Arabic as part of their curriculum as well as outside the classroom, but do not take a separate course in dialect.

Clubs

In addition to regular coursework, students above the first level are also required to participate in a club of their choice. The clubs hold two-hour meetings once a week. The clubs are determined by student interest. Clubs in the 1998 summer session included the following:

(1) Arabic Music and Dance Club: Students worked on learning Arabic songs and folk dancing.
(2) Literature Club: Students read selections from modern literary works in fiction and poetry.
(3) Political Club: This club focused on discussions (in an informal setting) of current political affairs in the Arab World.
(4) "Turath" (Heritage) Club: Students read and discussed various Arabic texts from early and medieval periods.
(5) Cinema Club: Students watched an Arabic film every week and discussed its cultural and artistic content.
(6) Qur'an Club: This club was based on reading some of the Suras of the holy text and their interpretations, and on learning the rules of recitation *(tajwiid)*.
(7) Journalism Club: Students produced a bi-weekly wall newspaper with news, editorials, jokes, entertainment, etc.
(8) Radio Club: Students in this club produced a weekly one-hour Arabic radio program that was broadcast on the Middlebury College radio station. The program included interviews, local and international news, weather, and music.

Elementary level students form their own club for the first half of the session and join the other clubs for the second half.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

THE CHINESE SCHOOL

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Letter from the Director:

As the Chinese School at Middlebury College enters its 33rd anniversary, we take great pleasure to present you with information on the life of the Chinese School at Middlebury College and our 1999 program.

With its long tradition of academic excellence, each summer the Chinese School offers students a unique, unparalleled opportunity to learn Chinese language and culture. In nine short weeks, with the support of a dedicated faculty and staff, a rigorous, well-implemented curriculum, and a speak-Chinese-only total-immersion learning environment, and a low student-teacher ratio, our students make unimaginable progress. At the end of each summer, comparisons of entrance and exit speaking and reading proficiency test results lend clear credibility to this claim. We have built into our curriculum an active assessment component which monitors and measures students' progress. Our team effort ensures that students receive individual attention and continuous feedback. We also make sure that our students understand and carry out their responsibility to learn. Both teachers and students work diligently as coaches and learners, respectively, toward the same goal—to ensure that our students' ability to understand, speak, read and write Mandarin Chinese improves dramatically day by day throughout the summer.

Life in the Chinese School is guided by, but not limited to, this goal. Every summer, we provide a wide range of cultural, interactive, and other types of activities. Playing on and cheering for our soccer team as it competes against the other language schools, for example, engenders camaraderie among students and faculty. Movies, lectures, concerts, and art exhibits provide numerous avenues for gaining access to the Chinese culture. Picnics, hikes, cooking activities, mini-olympics, or simply hanging out with teachers and fellow classmates give us opportunities to relax and make acquaintances which often

lead to life-long friendships. Living the Middlebury Chinese School experience drives both the students and the faculty to discover strength and resolve previously unrealized. It also brings them a profound sense of joy and satisfaction as they taste the fruit of their effort at the end of the program.

The Chinese School at Middlebury College does not just offer a first-rate language learning program. It offers a life experience that each student and teacher will always look upon with fondness, pride, and a deep sense of accomplishment long after leaving Middlebury.

I thank you for taking the time to learn about our program. I hope that you will find the information in this bulletin interesting, and that you will get in touch with us. We look forward to hearing from you.

T. Richard Chi
Director

The Chinese School

The Chinese School offers a nine-week intensive program each summer with courses in modern Mandarin at beginning, intermediate, and advanced levels I and II, and one course in beginning Classical Chinese. These courses are designed to help learners develop and improve their listening, speaking, reading, and writing skills. The curriculum at all levels also aims at helping learners acquire and expand their knowledge of Chinese culture.

Total Immersion - In the context of complete immersion in an intensive Chinese language environment, students will have ample opportunities to develop and improve their ability to communicate in both spoken and written Chinese. Teachers and students adhere to a strict "Chinese Only" language pledge. Students will be exposed to texts prepared in both traditional and simplified characters as well as to a variety of vocabulary and usages current in both mainland China and in Taiwan. Language learning activities, to be conducted both in and outside of class, include various types of drills and simulations of real life situations requiring the use of spoken and written Chinese. These exercises, which emphasize the development of good language learning strategies, also seek to help students become more resourceful learners and successful users of Mandarin Chinese.

Intensive - Due to the extremely high level of intensity of this program, students should not have any other obligations during the nine-week session. They should anticipate devoting a great deal of time to studying in addition to their scheduled four hours of classes Monday through Friday. It is not advisable for students to plan to spend weekends away from Middlebury. For relaxation and additional opportunities to learn the language and the culture, students will participate in and attend many co-curricular activities such as movies, lectures, picnics, sports, calligraphy, painting, Tai-Chi, Chinese chess, drama, singing, poetry recitation, cooking, and radio broadcasting.

Rigorous Assessment - Students (other than beginners) will take entrance proficiency tests on their listening, speaking, reading, and writing skills for placement purposes. Upon completion of the program, they will take exit proficiency tests to determine progress made during the summer. Throughout the course, students will be rigorously assessed. Their progress will be carefully monitored and discussed with them.

Low Faculty-Student Ratio - The average faculty-student ratio in the Chinese School is approximately one to six. The faculty is recruited upon the basis of excellence in teaching Chinese as a foreign language. Most of the faculty members grew up in China or in Taiwan, with the exception of one or two non-native instructors who have near-native proficiency in Chinese. All the teachers and students live together in the Chinese language dormitories and also take their meals together in the Chinese language dining hall, thus allowing the faculty and Chinese-speaking staff to interact with the students in Chinese on a daily basis.

Credit

Credit is defined in terms of units. One unit equals three semester hours. The course of study offered during the nine-week session of the Chinese School awards four units (twelve semester hours) of undergraduate credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer Language Schools, including the Chinese School. A financial aid information packet, including an application and instructions, accompanies the promotional material published by the Language Schools each year.

Scholarships

The following scholarships have been established in honor of faculty of the Chinese School: The Ta-Tuan Ch'en Scholarship and The Feng Ming-Hui Scholarship.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from an appropriate scholarship listed above or from the general grant fund.

Enrollment

Upon acceptance, all students must pay a non-refundable $200 enrollment deposit to be applied to the tuition charges.

Application and Admission

Application materials for the 2000 summer session will be available in the Fall of 1999 from:

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languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: T. RICHARD CHI. Professor of Chinese, University of Utah; Ph.D., UCLA

Lead Instructors:

Beginning Chinese (Level I): MEIQING ZHANG, Lecturer in Chinese, Brown University; M.A., Brown University

Intermediate Chinese (Level II): FANG LIU, Lecturer of Chinese, University of Vermont; B.A., Yunnan University, China

Advanced Chinese I (Level III): SHUQIN CUI, Assistant Professor of Chinese, Southern Methodist University; Ph.D., University of Michigan, Ann Arbor

Advanced Chinese II (Level IV): SHENGLI FENG, Assistant Professor of Chinese, University of Kansas; Ph.D., University of Pennsylvania

Classical Chinese (Level V): GREGORY CHIANG, Senior Lecturer in Chinese, Middlebury College; M.A., University of Vermont

Administrative Staff

Anna Sun, Coordinator

Lisa Lin, Assistant to the Director

Chad Knapp, Bilingual Assistant

Courses

101-102-103-104 Beginning Chinese (Level I)
Zhang and staff

This course is designed to help students develop functional language ability in spoken and written Mandarin Chinese in order to meet the basic needs in their personal and academic lives requiring the use of Chinese.

Activities designed for the course include intensive drills on sounds and tones, vocabulary, grammatical constructions, and traditional and simplified characters in meaningful contexts. There is extensive practice in using Chinese in culturally authentic situations. Both pedagogically prepared texts and authentic materials, including a wide variety of realia, will be used in this course.

Required Texts:

T. Richard Chi, *Beginning Mandarin Chinese: The Textbook,* forthcoming, Cheng & Tsui Company.

T. Richard Chi, *Beginning Mandarin Chinese: The Workbook,* forthcoming, Cheng & Tsui Company.

Required Dictionary:

Concise English-Chinese Chinese-English Dictionary,: Commercial Press.

201-202-203-204 Intermediate Chinese (Level II)
Liu and staff

This course is designed for students who have successfully completed a rigorous one-year college course in spoken and written Mandarin Chinese, or its equivalent. While many of the linguistic tasks students will learn to handle are similar to those of Level I, the level of language required to carry out these tasks is more advanced. In this course, students will be required to comprehend and produce paragraph-level Chinese.

Rigorous practice of spoken and written Chinese in complex communicative activities will be complemented by intensive drills to fine-tune pronunciation, expand vocabulary, and internalize

more complex grammatical constructions. Students will also do intensive reading of expository writings on a variety of cultural topics. This course is conducted in Mandarin Chinese.

Required texts:

T. Richard Chi, *Intermediate Mandarin Chinese: The Textbook*; forthcoming, Cheng & Tsui Company.

T. Richard Chi, *Intermediate Mandarin Chinese: The Workbook*, forthcoming, Cheng & Tsui Company.

Required Dictionaries:

Ding, G., Ed., *A New English-Chinese Dictionary*, University of Washington Press.

Ding, G., Ed., *A New Chinese-English Dictionary*, University of Washington Press.

301-302-303-304 Advanced Chinese I (Level III) Cui and staff

Designed for students who have completed two years of college-level training in Chinese, this course aims at helping students solidify their ability to comprehend and produce paragraph-level Chinese. It seeks to enable students to understand face-to-face conversations as well as to comprehend both spoken and written Chinese in formal *shumianyu* Chinese on most familiar topics, give factual accounts, and write various types of correspondence, simple essays and reports. Authentic materials, including newspaper reports and radio and TV broadcasts, will be used in this course. The course is conducted entirely in Mandarin Chinese.

Required texts:

Bai, J., et al, *Beyond Basics* , Cheng & Tsui Company.

Teng, S. and Perry, *Taiwan Today*, Cheng & Tsui Company.

Liu, I. and Li, X., *A Chinese Text for a Changing China*, Cheng & Tsui Company.

Ling, V., *Under the Bridge: A Study Guide for the Film*, Cheng and Tsui Company.

Recommended Dictionaries:

Ding, G., Ed., *A New English-Chinese Dictionary*, University of Washington Press.

Ding, G., Ed., *A New Chinese-English Dictionary*, University of Washington Press.

401-402-403-404 Advanced Chinese II (Level IV) Feng and staff

This course is designed to help students comprehend and produce discourse-level Chinese characterized by factual as well as abstract elaboration on most familiar and some unfamiliar topics. Authentic materials are used exclusively, and the course is conducted in Mandarin Chinese. It is designed for students who have completed three years of training in all four skills.

In this course, students will read rigorously both literary and non-literary texts written in advanced *shumianyu* language on a wide range of topic areas related to current events, social sciences, history and literature. Students will be required to write extensively in the expository style, Their written work will be corrected and discussed in individual sessions.

Required texts:

Ling, V., ed., *The Independent Reader*, IUP-Taipei.

Recommended Dictionaries:

Ding, G., Ed., *A New English-Chinese Dictionary*, University of Washington Press.

Ding, G., Ed., *A New Chinese-English Dictionary*, University of Washington Press.

501-502-503-504 Classical Chinese (Level V) Chiang and staff

This course, conducted entirely in modern Mandarin, is an introduction to classical Chinese. It is designed for students with no previous training in the classical language but with a minimum of three years of training in modern Mandarin. While the focus of the course is on training students to read classical Chinese, the method of instruction serves simultaneously to enhance proficiency in the vernacular. Comparisons will be made between classical Chinese and modern Mandarin in the areas of lexicon, syntax, semantics, and cultural context. Materials to be covered in this course are selected from the vast store of classical texts, ranging from the Analects of Confucius to 19th century court documents. All lessons will be accompanied by

audio tapes placed in the language laboratory.
Required Texts:
Language of the Dragon: A Classical Chinese Reader, Cheng & Tsui Co.
Reader on Four Books, San-min Book Company.
Recommended Dictionaries:
Xiandai Hanyu Cidian, Commercial Press.

Cultural Activities

Each summer, the Chinese School offers a wide variety of lectures, films and performances to provide a cultural as well as linguistic immersion.

In addition to their regular classwork, students are offered opportunities to participate classes relating to Chinese culture. These classes meet in the afternoons once a week for an hour. The classes are determined by student interest. In the 1998 summer session, classes were offered in: Calligraphy, Folk Singing, Tai Chi, Regional Cooking, and Radio Broadcast.

The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

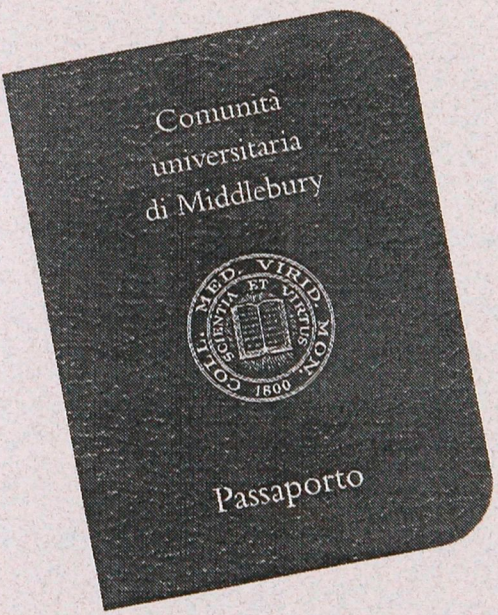
Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

MIDDLEBURY COLLEGE

The Italian School

Summer 1999



- ✓ *Immerse yourself in Italian, both in and out of the classroom!*
- ✓ *Acquire a year's worth of language learning in only a summer's time!*
- ✓ *Earn an advanced degree!*
- ✓ *Prepare for study in Italy!*
- ✓ *Discover new teaching technologies and methodologies!*
- ✓ *Earn Italian credits that are transferable to your institution!*

Welcome to the Italian School!

Every summer since 1932, the Italian School has created in Vermont not merely the sounds but the spirit of Italy, deeply cultural and famously congenial. The language of music, art, and cinema comes alive for students, not only through challenging classroom instruction but also in a cultural and social environment that offers films, concerts, lectures, plays, social events—even an Italian-style café in the program's social center, complete with daily newspapers, Italian television, espresso, and *gelato.*

The School offers a seven-week, interdisciplinary program of intensive language studies, with higher levels including courses on contemporary literature, civilization, film, theater, music, and art history. The Italian School is a leader, both at Middlebury and internationally, in the use of technology to support and advance language learning. Innovative multimedia are integrated with time-tested methods and materials, in an approach that builds overall proficiency in a cultural context.

Faculty and students live in the same building and take part in formal and informal activities, sharing in a familial atmosphere that makes learning this exuberant language a truly Italian experience.

The graduate program, offered in three- and six-week sessions at the Language Schools and during the academic year at the Middlebury School in Florence and at the Università di Firenze, also emphasizes the development of language skills and the understanding of Italian culture. The Italian School invites students to select from a variety of areas for concentration: general studies in Italian, literary studies, language and linguistics, and culture and communications. Students can earn either a Master of Arts or a Doctor of Modern Languages degree.

Faculty of the Italian School come from various universities in Italy, the U.S., and other countries, among them Canada, France, Greece, England, and Switzerland. The program attracts some of the world's finest teachers of Italian studies, as well as distinguished special presenters. The 1998 session featured Academy Award-winning Italian movie director Giuseppe Tornatore as "Artist-in-Residence." A special feature of the 1999 session will be the presence on campus of the Italian writer Dacia Maraini as "Writer in Residence."

Make no mistake: the essential learning experience is intense and demanding. Students are in class up to five hours a day, and they devote time to language lab and computer work and to individual study. At the outset of this intensive training, a multimedia placement test determines exactly where the student needs to start. The summer-long experience is equivalent to at least one year in a regular college setting.

Yet no other college or university setting is quite like this. As Italian School students at all levels from first-level to doctoral studies interact with each other and with faculty, in settings and activities both relaxed and stimulating, language learning happens continually from the first rays of light until well past dark.

We warmly welcome those of you who desire high-quality training in Italian!

1999 PROGRAM

INTENSIVE LANGUAGE COURSES

(June 25-August 13)

Daily activities include up to five hours of classroom instruction plus additional work in the language laboratory, multimedia rooms, and course-related seminars and activities. The course of study carries 3 units (the equivalent of nine semester-hour credits).

Level 100
- Elementary Italian (3 units)

Level 200
- An Introduction to Contemporary Italy (3 units)

Level 300
- Grammar and Composition (1 unit)
- Modern Italian Writers: An Introduction to the Study of Italian Literature (1 unit)
- Florence from the Middle Ages to Michelangelo (1 unit)
- The Comic Genre in Italian Cinema (1 unit)

SIX-WEEK GRADUATE COURSES

(June 28-August 13)

The M.A. degree in Italian comprises twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Florence. It consists of four streams or areas of concentration: *General Studies in Italian; Literary Studies; Language and Linguistics; Culture and Communication*. Students select one of these streams as a major. A normal load for the summer session is three courses, selected in consultation with the school's director or associate director.

In 1999, advanced Culture and Communication courses and graduate literature courses will focus on the period from the *Trecento* to the High Renaissance. To maintain as broad a course selection as possible, and anticipating next summer's concentration on *Ottocento* and *Novecento*, the School will also offer a seminar on the Italian lyric of the 20th century, and a course on comedy in Italian cinema. The Language and Linguistics stream will include an advanced language course, a stylistics course, a seminar on Italian sociolinguistics, and a workshop on the teaching and learning of Italian.

- Advanced Italian: Studies in Language (1 unit)
- Stylistics: Techniques of Composition and Interpretation (1 unit)
- Italian Language Pedagogy (1 unit)
- Italian Sociolinguistics (1 unit)
- Florence from the Middle Ages to Michelangelo (1 unit)
- The Comic Genre in Italian Cinema (1 unit)
- Introduction to Medieval and Renaissance Italian Literature (1 unit)
- The Invention of a New Aesthetic: Petrarch and Petrarchism (1 unit)

THREE-WEEK GRADUATE COURSES

Every summer, the Italian School complements its regular six-week graduate program with two intensive three-week sessions. Each "short" session consists of two courses, and each course meets Monday through Friday for two hours a day, and carries one unit (or the equivalent of three semester hours) of graduate credit. Graduate students may enroll in either or both of these sessions, taking one or two courses per session.

(Session I: June 28-July 21)
- The Middle Ages and the Renaissance Today: History and Myth (1 unit)
- Italian Renaissance Epic (1 unit)

(Session II: July 22-August 13)
- The Commedia dell'Arte (1 unit)
- Seminar on Italian Literature: *Novecento* Poetry (1 unit)

LECTURE SERIES

P. Colilli, Laurentian University
"Giambattista Vico e la questione dell'ermetismo rinascimentale"

C. Damianki-Romano, University of Ioannina
"Il ritratto nella pittura e nella scultura italiana del Rinascimento"

G. Lanza Tomasi, Istituto Italiano di Cultura, New York
"Il Gattopardo: romanzo e film"

E.A. Lebano, Indiana University
"L'insegnamento dell'italiano negli Stati Uniti: dove, come e perché lo si insegna. Passato, presente e prospettive per il futuro"

D. Maraini, Prize-winning Italian novelist, journalist, playwright, and short story writer
"Le mie madri letterarie"

E. Piemontese, Università di Roma "La Sapienza"
"L'italiano da lingua scritta a lingua parlata. Come parlano oggi gli italiani"

C. Sala, Université de Paris X-Nanterre
"Il restauro della Cappella Sistina: forme e problemi"

G. Tellini, Università di Firenze
"La parodia, ovvero la riscrittura come trasgressione"

1998 ARTIST IN RESIDENCE

Giuseppe Tornatore
Filmmaker and Academy Award Winner

1999 WRITER IN RESIDENCE

Dacia Maraini
Prize-winning Italian novelist, journalist, playwright, and short story writer

TAKE THE LANGUAGE PLEDGE!

What makes the Middlebury experience so unique is its long-standing observance of "The Language Pledge," a formal commitment each student makes in writing to use the Italian language exclusively for the duration of the session. Over and over, students tell us that it is the Language Pledge that enables them to acquire a year's worth of language learning in only a summer's time!

FINANCIAL AID

The College awards close to $1,250,000 annually in grants to Language Schools students who study in Vermont during the summer and to graduate students who study abroad during the academic year. Financial aid is awarded based on financial need.

WHAT STUDENTS SAY ABOUT THE ITALIAN SCHOOL

"When I arrived at the Italian School I smiled a lot. My vocabulary was limited to *ciao, cappuccino, espresso,* and *pizza*. I strongly believe that the best way to learn a language is through immersion. Throughout my seven weeks here it has been easy to make progress because I had the support of the entire school. From the first day I was told that I was part of a family. I now feel confident enough to read newspapers, magazines, and I plan to start reading a novel. I will be able to go to Italy for my junior year and I will definitely make Italian part of my Romance Languages major." (Meg Greenberg, Level 100 student)

"The initial joys of learning Italian, begun over 13 years ago, have increased tenfold through the unique teaching methods of incredibly dedicated professionals who have come from around the world with one goal in mind: give to the student one's utmost in energy and knowledge. I couldn't have chosen a better program to increase both my speaking ability and my understanding of the culture, and to create true friendships based upon a shared lifelong pursuit." (Tamar Paltrow, M.A. recipient)

"Attending Middlebury College Language School is a terrific experience. The Italian program is downright rigorous. The level of commitment and dedication is phenomenal. Professors and students relentlessly go to any possible extent to challenge and instill inspiration in one another. The result is a tremendous feeling of accomplishment and pride embedded in an immense personal growth." (Andrew Miles, M.A. recipient)

The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

The Italian School

Middlebury College
Middlebury, Vermont 05753

•

Director: Michael Lettieri, University of Toronto
Associate Director: Antonio Vitti,
Wake Forest University
Coordinator: Sandra Bonomo

•

Voice: (802) 443-5543
Fax: (802) 443-2075
E-mail: languages@middlebury.edu
Website: http.//www.middlebury.edu/~ls

Seven-Week Session

June 25-August 13, 1998
Total: $4,485
(Tuition $2,860; Board $1,160; Room $465)

•

Six-Week Session

June 28-August 13
Total: $4,360
(Tuition $2,860; Board $1,075; Room $425)

•

Three-Week Sessions

Session I: June 28-July 21
Session II: July 22-August 13
Total: $1,720 per session
(Tuition $975 per unit;
Board $535; Room $210)

•

Academic Year 1999-00

The School in Italy

Graduate Program
Tuition: Full year - $11,315

Junior Year Program
Tuition: Full year - $11,485; Semester - $6,000

The Italian School is one of eight schools that constitute the Middlebury College Language Schools. Since 1915 the Language Schools have offered foreign-language immersion programs in Vermont in a unique, structured linguistic environment. Our languages are Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. The Language Schools are integrated with Middlebury's Schools Abroad in France, Germany, Italy, Russia, and Spain for both undergraduate and graduate studies.

THE ITALIAN SCHOOL

Summer 1999
Academic Year 1999-2000

The Language Schools
MIDDLEBURY COLLEGE

The Italian School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
802/443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Summer 1999

June 25-August 13
(Seven-Week Session)
Total: $4,485
(Tuition $2,860; Board $1,160; Room $465)

June 28-August 13
(Six-Week Session)
Total: $4,360
(Tuition $2,860; Board $1,075; Room $425)

June 28-July 21
(Three-Week Courses - Session I)
July 22-August 13
(Three-Week Courses - Session II)
(Tuition $975 per unit - three semester hours of credit;
Board $535 for each three-week session;
Room $210 for each three-week session)

Academic Year 1998-99

The School in Italy
Graduate Program
Tuition: Full year - $11,315
Junior Year Program
Tuition: Full year - $11,485; Semester - $6,000

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Introduction to the 1999 Program

The summer of 1999 marks the 69th session of the *Scuola Italiana*, distinguished in Italian Studies in North America for its tradition of excellence in teaching Italian language, linguistics, literature, and civilization.

In our view, the pledge to use Italian exclusively on and off campus constitutes the core of the Middlebury experience. The Language Pledge is a binding commitment each student makes in writing which must be respected for the duration of the session. Violation of the pledge may result in dismissal from the School.

Unlikely to be duplicated elsewhere, the communal and cordial atmosphere of the *Scuola* fosters respect for the Language Pledge. Faculty and students live under the same roof and participate together in all the cultural and social activities sponsored by the School and by the students themselves: film screenings, lectures, concerts, plays, dinners, parties, and picnics. Such a program indubitably places great demands on students and faculty. Nevertheless, at the end of the session, the results more than justify and reward the efforts made.

In 1999 the first three levels of instruction will remain substantially unchanged. The M.A. level program has been redesigned to address the needs of three important areas: 1) that of offering students the background required for a Ph.D. or D.M.L. program in Italian; 2) that of giving students the skills needed for the teaching profession, the possibility of upgrading for teachers; 3) that of providing students with the skills necessary in the current job market (communicative abilities, problem solving, critical thinking, cultural and computer literacy, independent life-long learning). In addition to the already existing M.A. in General Studies in Italian, the School will offer three other areas in which an M.A. may be obtained: 1) Literary Studies; 2) Language and Linguistics; and 3) Culture and Communication. Students must select one of these streams as a major.

Advanced culture and communication courses and graduate literature courses will focus on the

period from the *Trecento* to the High Renaissance. To maintain as broad a course selection as possible, and anticipating next summer's concentration on *Ottocento* and *Novecento*, the School will also offer a seminar on the Italian lyric of the twentieth-century, and a course on comedy in Italian cinema. The Language and Linguistics stream will include an advanced language course (IT502), a stylistics course (IT601), a seminar on Italian sociolinguistics (IT716), and a workshop on the teaching and learning of Italian (IT699).

In 1999 the Italian School will again supplement its regular six-week graduate program with two intensive three-week sessions. Each session will consist of two courses. Each course meets Monday through Friday for two hours each day, and carries one unit or three semester hours of graduate credit. Students may enroll in either or both these sessions, taking one or two courses per session. Students enrolled in the six-week graduate program are eligible to take one or more of these courses as part of their normal course load of three units (nine semester hours) of credit for the summer.

A special feature of the 1999 session will be the presence on campus of the distinguished Italian writer Dacia Maraini as "Writer in Residence" in the Italian School. Both students and faculty will certainly benefit greatly from the many contributions that Maraini will bring to the cultural life of the School during her stay in Middlebury.

The wide range of stimulating courses planned by the *Scuola Italiana* for the summer of 1999 will offer students a rich opportunity to pursue linguistic, cultural, and literary studies under the close guidance of a distinguished and committed faculty. I warmly welcome those of you who desire high-quality training in Italian.

Arrivederci.

Michael Lettieri
Director

The Italian School

Graduate and undergraduate courses in Italian are offered during the summer on the Vermont campus. During the academic year, graduate and junior year programs are offered at the Middlebury School in Florence. All programs of study emphasize both the development of language skills and the understanding of Italian culture. Classes from beginning courses through the doctoral level are taught in Italian, and all summer programs are *intensive*. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. In first- and second-level intensive courses, students can expect to spend four to five hours per day in class and drill, in addition to laboratory and other homework. The demanding pace of the program is sustained through the low student-teacher ratio.

Graduate Degrees

A normal load for graduate students is three courses per summer, to be selected in consultation with the director and the associate director. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level without graduate credit before beginning a full load of graduate work.

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. The Graduate Record Examination is not required.

The M.A. degree in Italian consists of four streams or areas of concentration. Students must select one stream as a major. The M.A. degree is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an

academic year in Florence. Students who complete degree requirements in Florence must present an independent research project worth two units of credit.

Students must successfully complete a preliminary summer of study (summer of application) on the Vermont campus before being officially accepted to degree candidacy. During this summer, students take three courses, one of which must be a literature course at the 600 level or above, and one of which must be a civilization course.

Admission to the School in Italy is based on performance in the summer courses and on faculty recommendations.

A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

Students must fulfill the following minimum distribution requirements for the M.A. degree:

*General Studies in Italian**
1 language course (unit) at the 500-level, 1 language or linguistics course (unit) at the 600-level, 2 units in civilization, 3 in literature. Students who plan to teach and who are completing the M.A. on the Middlebury campus must also include one unit in methodology or professional preparation.

* This stream is meant for students who prefer to not "specialize" in any specific area. The courses required for this stream are culled from the other streams.

Literary Studies
1 language or stylistics course (unit); 1 course on Methods of Critical and Applied Analysis (or 1 course equivalent at the 600 level or above approved by the director); 5 units in literature; 3 units to be chosen from culture/communication and/or linguistics courses.

Language and Linguistics
1 language or stylistics course (unit); 1 course on Methods of Critical and Applied Analysis (or 1 course equivalent at the 600 level or above approved by the director); 5 units in linguistics; 3 units to be chosen from literature and/or culture/communication courses.

Culture and Communication
1 language or stylistics course (unit); 1 course on Methods of Critical and Applied Analysis (or 1 course equivalent at the 600 level or above approved by the director); 5 units in culture and communication; 3 units to be chosen from literature and/or linguistics courses.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in Italian is a prerequisite for admission to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Italian; three graduate courses in a second language (French, German, Russian, or Spanish); comprehensive examinations in the first language; residency abroad; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Italian and write a qualifying paper.

Inquiries should be addressed to the office of the dean of Languages and International Studies at Sunderland Language Center, Middlebury College, Middlebury, VT 05753 (802) 443-5508.

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The seven-week session (levels 100-399) normally carries a total of three units (nine semester hours) of credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. *(All credits expire after ten years. The Middlebury College Language Schools do*

not calculate grade point average or class rank.)

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisors before leaving.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A. or D.M.L. degree may request permission from the director of Academic Records to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

To obtain approval for transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credit towards an advanced degree at an accredited college or university. The courses must have been taught in Italian in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Non-enrolled students may occasionally be allowed to audit upper-level courses with the director's permission. Auditing is not permitted in levels 100-399, nor are students in those courses permitted to audit courses. Auditing costs per week are $1,080 (tuition $640; room and board $440).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions materials published by the Language Schools each year.

Scholarships

The following scholarships have been established in honor of students, friends or faculty of the Italian School: Cesare Barbieri Endowment Fund, Pierina B. and Salvatore J. Castiglione Scholarship Fund, Joan F. Giambalvo Scholarship Fund, Dr. Nicholas Locascio Scholarship Fund, Anna and Luke J. Nolfi Scholarship, Kenneth Sozzi Memorial Scholarship Fund, Michelina Pietrangelo Memorial Scholarship Fund, and the Antonio and Ida Quaglia Memorial Scholarship in the Italian School.

The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the Schools Abroad.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from the appropriate scholarship listed above or from the general grant fund.

Awards: Each summer the Merlino-Mezzotero Award and the Camillo P. Merlino Award are given to graduate students in Italian for academic achievement.

Enrollment

Upon acceptance, all students must pay a $200 non-refundable enrollment deposit to be applied to the tuition charges .

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year abroad program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Florence. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Application materials for the 2000 summer session and the 2000-01 academic year abroad will be available in the fall of 1999 from:

The Italian School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/443-5510
languages@middlebury.edu
http//www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: MICHAEL LETTIERI. Professor of Italian, University of Toronto at Mississauga. Ph.D., University of Toronto.
Associate Director: ANTONIO VITTI. Professor of Italian, Wake Forest University. Ph.D., University of Michigan.

Faculty
PAUL COLILLI. Professor of Italian, Laurentian University. Ph.D., University of Toronto.

GABRIELLA COLUSSI ARTHUR. Associate Lecturer, York University. M.A., University of Toronto.

CHRYSSA DAMIANKI-ROMANO. Associate Professor, University of Ioannina (Greece). Ph.D., University of London.

VINCENZO GATTO. Adjunct Professor of Italian, Nazareth College. D.M.L., Middlebury College.

DIANA IUELE-COLILLI. Associate Professor, Laurentian University. Ph.D., University of Toronto.

EDOARDO A. LEBANO. Professor of Italian, Indiana University. Ph.D., The Catholic University of America.

MICHAEL LETTIERI. (see above).

DACIA MARAINI. Writer in Residence. Prize-winning Italian novelist, journalist, playwright, and short story writer.

ROCCO MARIO MORANO. Direttore della rivista letteraria *Campi immaginabili*. Socio Ordinario dell'Accademia Cosentina. Dottore in Lettere, Università di Napoli.

FRANCESCA PARMEGGIANI. Assistant Professor, Fordham University. Ph.D., Indiana University.

EMANUELA PIEMONTESE. Ricercatrice di Filosofia del Linguaggio, Dipartimento di Scienza del Linguaggio, Università di Roma "La Sapienza". Dottore in Lettere, Università di Chieti.

ANGELO ROMANO. Ricercatore di Letteratura Italiana, Università di Lecce. Incaricato di Letteratura Italiana e di Storia della Lingua Italiana, Università di Lecce. Dottore in Materie Letterarie, Università di Lecce.

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CARLO SALA. Maître de conférences, Université de Paris X-Nanterre. Diplôme de l'Ecole Pratique des Hautes Etudes. Doctorate de 3e Cycle.

GINO TELLINI. Professore ordinario d'Italiano, Università di Firenze. Direttore della Scuola di Dottorato di Ricerca, Università di Firenze. Dottore in Lettere, Università di Firenze.

FRANCO TRIOLO. Associate Professor of Italian, College of William and Mary. Ph.D., University of Illinois.

THOMAS VAN ORDER. Visiting Assistant Professor of Italian, Middlebury College. Ph.D., Rutgers University.

ANTONIO VITTI. (see above).

Administrative Staff

SANDRA BONOMO. Italian School Coordinator.

ROSA CUDA. Assistant to the Director. M.A. University of Toronto; Doctoral Student, University of Toronto.

DENNIS MARTINEZ. Bilingual Secretary. M.A., Middlebury College; Doctoral Student, Indiana University.

Intensive Language Courses

Daily activities normally include four to five hours of classroom instruction plus additional work in the language laboratory. Schedules, texts, and staffing are subject to change.

+ designates courses in the seven-week session.

LEVEL 100

151-152-153 Elementary Italian+
Colussi Arthur, Gatto
Designed to provide a solid foundation in both spoken and written Italian, this intensive introduction permits comprehensive coverage of basic structures and vocabulary. Exclusive use of the language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of Italian life and culture. Attendance at the language laboratory is an integral part of the course. (3 Units)
Required Texts: E.A. Lebano and P.R. Baldini, *Buon giorno a tutti!* First Year Italian. 2nd Edition. New York: John Wiley (1989); U. Skubikowski, *Workbook to Accompany Buon giorno a tutti!* 2nd Edition. New York: John Wiley (1989).
Recommended Texts: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984); M. Barsacchi and V. Gatto, *L'italiano si impara in due.* Toronto: University of Toronto Press (1993).
Additional reading materials will be provided by the instructors.

LEVEL 200

251-252-253 An Introduction to Contemporary Italy+
Ruggieri, Van Order
Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including

Ed. U. Fiori. Milano: Edizioni Scolastiche Mondadori (1995).
Recommended Texts: M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-inglese.* Milano: Garzanti (1981); N. Zingarelli, *Vocabolario della lingua italiana.* 12th Edition. Bologna: Zanichelli (1998).
Additional reading materials will be provided by the instructor.

368 Florence from the Middle Ages to Michelangelo+
Sala
For course description and texts, see 568 in the graduate section. (1 Unit)

374 The Comic Genre in Italian Cinema+
Vitti
For course description and texts, see 574 in the graduate section. (1 Unit))

Graduate Courses

SIX-WEEK GRADUATE COURSES

502 Advanced Italian: Studies in Language
Iuele-Colilli
Designed to develop oral and written proficiency at the advanced level, this course meets daily for two hours: one hour dedicated to the study of patterns and structures, and one hour to oral expression. Students will be required to submit essays, give oral presentations of increasing length and complexity, and participate in class discussions.
Note: This course is obligatory for all first-time graduate students except those exempted on the basis of a placement examination. Students scoring low on the placement test may be required to take 301 **without graduate credit** before attempting 502. (1 Unit)
Required Texts: R. Uslenghi Maiguashca, M. Sassu Frescura, L. Polesini Karumanchiri, and J. Vizmuller-Zocco. *Schede di lavoro.* Vols.1-2. 2nd Edition. Toronto: University of Toronto Press (1994); L. Polesini Karumanchiri. *L'italiano d'oggi. Note di grammatica per corsi universitari.* Toronto: University of Toronto Press (1988).

Recommended Text: N. Zingarelli, *Vocabolario della lingua italiana.* 12th Edition. Bologna: Zanichelli (1998).

568 Florence from the Middle Ages to Michelangelo
Sala
This course aims to study the urban, commercial and artistic development of Florence during the 15th and 16th centuries. The birth of perspective and the cult of classical proportion will be analyzed in the context of the growing power of the Medici and of the new, emerging commercial and aesthetic structures. Artistic expressions will not be considered simply from the standpoint of the artist's individual experience, but also as a reflection of the cultural and economic aspirations of a society. After exploring the evolution of early Renaissance art (Brunelleschi, Donatello, and Masaccio), the central part of the course will focus on Humanism and the development of pictorial perspective (Piero della Francesca, Mantegna, Leonardo, and Raffaello). Some attention will be given also to the relationship between Florentine and Northern Renaissance Art (Petrus Christus, etc.). The final portion of the course will deal with the artistic production of Michelangelo and the restoration of the Sistine Chapel. (1 Unit)
Reading materials will be provided by the instructor.

574 The Comic Genre in Italian Cinema
Vitti
This course will present a study of modern Italian society through the analysis of forty films from the post-war period to the present. Topics include: social classes, the lure of life in the cities, the depiction of women, the erotic, the church, the transformation from the traditional agrarian values to secularization and femminism, among others. The course aims also at familiarizing the students with technical cinematic terms, styles and filmmakers, as well as introducing them to film criticism. The last part of the course will also focus on the new Italian comedians: Nichetti, Troisi, Verdone, Nuti and Benigni. (1 Unit)
Required Texts: M. D'Amico, *La commedia all'italiana.*

Il cinema comico in Italia dal 1945 al 1975. Milano: Mondadori (1985); M. Grande, *Abiti nuziali e biglietti di banca*. Roma: Bulzoni (1986); M. Sesti, *Nuovo Cinema Italiano*. Roma: Theoria (1994).
Additional reading materials will be provided by the instructor.

601 Stylistics: Techniques of Composition and Interpretation
Lettieri
This course is designed to improve students' ability to write Italian correctly and with a certain elegance of style. Selections from modern authors will be analyzed for their effectiveness and manner of expression. Discussions will focus also on the language of advertising, sports, and politics, as well as the relationship between the written and the spoken language. Daily written assignments will include linguistic exercises, short translations from English into Italian, summaries, compositions, comments, and interpretations of a variety of texts. Students will be introduced also to fundamental notions of business Italian. (1 Unit)
Required Text: M. Sassu Frescura, *Interferenze lessicali italiano-inglese*. Toronto: University of Toronto Press (1984).
Recommended Texts: N. Zingarelli, *Vocabolario della lingua italiana*. 12th Edition. Bologna: Zanichelli (1998); M. Hazon, *Grande dizionario inglese-italiano, italiano-inglese*. Milano: Garzanti (1981).
Additional reading materials will be provided by the instructor.

610 Introduction to Medieval and Renaissance Italian Literature
Triolo
An historical overview and evaluation of Italian literature from the mid-*Trecento* through the Humanistic period. Selected readings from major works of representative authors will illustrate dominant intellectual trends and important developments of the literary forms. Lectures and discussions will explore topics such as the interrelationship between literature and society, and between literature and the other arts. (1 Unit)
Required Texts: M. Pazzaglia, *Letteratura italiana. Testi e critica con lineamenti di storia letteraria*. Vol. 1.

Bologna: Zanichelli (1992-1993); N. Machiavelli, *Il principe*. Ed. E. Janni. Milano: Rizzoli (1983).
Recommended Text: R. Montano, *Cultura e letteratura*. Napoli: Conte/G.B. Vico (1987).
Additional reading materials will be provided by the instructor.

699 Italian Language Pedagogy
Piemontese
The course aims to provide the students with the principle notions of linguistic theory useful for the teaching of a language. Particular use will be made of notions relevant to applied linguistics and to the methodologies of language teaching. The objective is to outline the traits of an effective language pedagogy which places at the center of its concerns the communicative needs of the learner. Other topics include language acquisition, linguistic communication, the notion of linguistic space, the stratification of Italian lexicon, written language versus spoken language, the types of linguistic behavior and other issues. (1 Unit)
Required Texts: A. Ciliberti, *Manuale di Glottodidattica*. Firenze: La Nuova Italia (1997); T. De Mauro, *Guida all'uso delle parole*. Roma: Editori Riuniti (1997).
Recommended Text: M.E. Piemontese, *Capire e farsi capire. Teorie e tecniche della scrittura controllata*. Napoli: Tecondid (1996).

716 Italian Sociolinguistics
Piemontese
The objective of the course is to present a profile of the sociolinguistic situation in Italy today, but with the necessary reference to the pre- and postunification periods. The main theoretical notions relevant to linguistics and sociolinguistics (language, norms, language use and users, dialects, the different types of linguistic variation and so on) will be discussed. The final aim is to illustrate the characteristics of standard Italian, its regional variations and today's dialects by considering their use by speakers in the different communicative situations. Other topics include jargon, contemporary adolescent talk, the Italian spoken by foreigners both in and outside of Italy, the Italian used in the mass media, in advertising, in politics and in other sectors. (1 Unit)

Required Texts: T. De Mauro, *Linguistica elementare*. Roma-Bari: Laterza (1998); A. Sobrero, *Introduzione all'italiano contemporaneo: La variazione e gli usi*. Bari-Roma: Laterza (1993).
Recommended Text: T. De Mauro, *Storia linguistica dell'Italia unita*. Roma-Bari: Laterza (1997).

777 The Invention of a New Aesthetic: Petrarch and Petrarchism
Colilli
The aim of the course is to identify the major poetic, philosophical and theological traits of Petrarch's lyric and to illustrate how and why it became codified into an aesthetic convention during the *Cinquecento*. While the focus of the course will be on the poetry of Petrarch and his Renaissance interlocutors such as Pietro Bembo, Michelangelo, Vittoria Colonna, Gaspara Stampa, Giovanni Della Casa and others, attention will also be given to the relationship between poetic expression and the cultural and intellectual practices of the periods involved. Lectures, discussions and student presentations. (1 Unit)
Required Texts: F. Petrarca, *Il Canzoniere*. Ed. A. Chiari. Milano: Mondadori (1991); L. Baldacci, *Lirici del Cinquecento*. Milano: Longanesi (1984).

800 Independent Study
Lettieri
By permission only. (1 Unit)

DM 902 Research Paper
Lettieri

THREE-WEEK GRADUATE COURSES
Students enrolled in the six-week graduate program are eligible to take one or more three-week graduate courses as part of their normal course load of three units (nine semester hours) of credit for the summer.

SESSION I: JUNE 28-JULY 21

665 The Middle Ages and the Renaissance Today: History and Myth
Morano
The course deals with the presence in contemporary Italian culture of topical elements and phe-

nomena that belong to the Middle Ages and the Renaissance. Parallels and comparisons between historical sources and literary texts (as well as other forms of expression such as the figurative arts and cinema) will be drawn. Careful attention will be given to how elements originating in the Middle Ages and the Renaissance are transposed to a new and different temporal-cultural setting. We will also consider how we can find in the past elements that transfigure the experience of the present. (1 Unit)
Required Texts: G. Duby, *Lo specchio del Feudalesimo. Sacerdoti, guerrieri e lavoratori*. Milano: Oscar Mondadori (1993); D. Compagni, *Cronica delle cose occorrenti ne' tempi suoi*. Milano: Biblioteca Universale Rizzoli (1995); U. Eco, *Il nome della rosa*. Milano: Bompiani, Collana "I Grandi Tascabili" (1994); P. Burke, *Il Rinascimento*. Bologna: Universale Paperbacks il Mulino (1990); B. Cellini, *Vita*. Milano: Biblioteca Universale Rizzoli (1985); M. Bellonci, *Rinascimento privato*. Milano: Oscar Mondadori (1998).

775 Italian Renaissance Epic
Lebano
After a general introduction on the development of chivalric poetry in Italy from the *cantari popolari* to Luigi Pulci's *Morgante*, we will undertake a close reading of Ariosto's and Tasso's masterpieces. Lectures will illustrate the life and cultural formation of the poets, as well as the meaning, importance, and influence of the *Orlando furioso* and the *Gerusalemme liberata*. Students will be assigned cantos and critical works for presentation and discussion in class. (1 Unit)
Required Texts: L. Ariosto, *Orlando Furioso*. Milano: Oscar Mondadori (1997); T. Tasso, *Gerusalemme liberata*. Torino: Einaudi Tascabili (1993).
Recommended Text: L. Pulci, *Morgante*. The Epic Adventures of Orlando and His Giant Friend Morgante. Translated by J. Tusiani. Introduction and Notes by E.A. Lebano. Bloomington: Indiana University Press (1998).

SESSION II: JULY 22-AUGUST 13

655 The *Commedia dell'Arte*
Romano
The aim of this course is to illustrate how and why

the *Commedia dell'Arte* constitutes the origin of modern theater and an important point of reference for the renewal of contemporary theater. We will explore the main episodes of the development of the *Commedia dell'Arte*, from its origins to Goldoni, and focus on the authors, actors and works which best define the growth of Italian theater from the *Cinquecento* to the *Settecento*. Particular attention will be given to the great actor-writers: Giovan Battista Andreini, Flaminio Scala, Pier Maria Cecchini. We will also analyze some plot outlines (such as Ciro Monarca's collection "Dell'opere regie" of 1642) that are to this day unpublished. (1 Unit)
Required Text: R. Tessari, *Commedia dell'Arte: la Maschera e l'Ombra*. Milano: Mursia (1989).

788 Seminar on Italian Literature: *Novecento* Poetry
Tellini
Who are the "classic" voices in the panorama of the Italian poetry of the present century? What are the most innovative expressive, stylistic, thematic and ideological aspects? In which way has poetry interpreted the reality of civil history, and how has it projected a reality that is different and secret? The aim of the course is to sketch out an analytic map of the works that have best interpreted the modern process of renewal which has influenced the collective consciousness and the literary culture of twentieth-century Italy. Particular attention will be given to the major figures of Umberto Saba, Giuseppe Ungaretti and Eugenio Montale. Other poets to be considered include Vincenzo Cardarelli, Salvatore Quasimodo, Sergio Solmi and Carlo Betocchi. (1 Unit)
Required Text: L. Caretti e G. Tellini, *Antichi e moderni. Antologia della letteratura italiana*. Vol. III, tomo 2 (*Il Novecento*). Milano: Mursia (1990).

LECTURE SERIES

P. Colilli, Laurentian University
"Giambattista Vico e la questione dell'ermetismo rinascimentale"

C. Damianki-Romano, University of Ioannina
"Il ritratto nella pittura e nella scultura italiana del Rinascimento"
"La trattatistica femminile in Italia nel XV secolo"

G. Lanza Tomasi, Istituto Italiano di Cultura, New York
"Il Gattopardo: romanzo e film"

E.A. Lebano, Indiana University
"L'insegnamento dell'italiano negli Stati Uniti: dove, come e perché lo si insegna. Passato, presente e prospettive per il futuro"

D. Maraini, Prize-winning Italian novelist, journalist, playwright, and short story writer
"Le mie madri letterarie"

E. Piemontese, Università di Roma "La Sapienza"
"L'italiano da lingua scritta a lingua parlata. Come parlano oggi gli italiani"

C. Sala, Université de Paris X-Nanterre
"Il restauro della Cappella Sistina: forme e problemi"

G. Tellini, Università di Firenze
"La parodia, ovvero la riscrittura come trasgressione"

The School in Italy

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e-mail:
anna_barsanti@florence.flannet.middlebury.edu

Director: Anna Barsanti
Secretary: Patrizia Nesti

The school, or *Sede,* is located in the center of Florence, a block from Piazza Santa Croce and a short walk from the University. Housing is not provided for students, but the school furnishes a list of apartments and families where students have lived in previous years, and every effort is made to help students find congenial housing in Florence. All courses organized by Middlebury College not held at the University of Florence meet at the *Sede.*

The Graduate Program

After successfully completing three courses (units), including a 600-level literature course, at the summer session on the Vermont campus, M.A. degree candidates begin the academic year at the *Sede* with one year-long course (from September to May) in literature and two semester-long courses (from September to December), one on methods of critical and applied analysis, the other in linguistics. In October, after consultation with the director, students choose their area of concentration (General Studies in Italian, Literary Studies, Language and Linguistics, Culture and Communication) and two University of Florence courses.

Every graduate student must complete an independent research paper. The paper (35-40 pages in length) should demonstrate a high level of written control of the language as well as critical and analytical skills.

Courses

Following are the course descriptions for the language, linguistics, and literature courses that will be taught at the *Sede* during the 1999-00 academic year. **Please note that all courses are subject to change.**

Language

Methods of Critical and Applied Analysis

This course intends to improve writing skills in Italian. Students will analyze various types of texts for language structure, vocabulary, and idiomatic usage, with special attention paid to logical presentation and the language of literary and cultural criticism. (1 Unit)

Linguistics

History of the Italian Language

Within the context of the historical evolution of Italian and its modern literary practice, students will advance their understanding and use of syntax and levels of style. After examining how Italian and other Romance languages evolved from Latin, we will then consider the development of the vernacular and the preeminence of Florentine in the late Middle Ages. Next, we will turn to the influence of dialects and the development of modern standard Italian from 1861 to the present. Finally, we will discuss the style of three important narrative works of the nineteenth and twentieth centuries to determine what constitutes modern usage and style. (1 Unit)

Literature

Goldoni and the 18th Century

Carlo Goldoni's Memoirs and his theatrical works will provide the focus for an examination of the literary, historical, and social environment of the eighteen century. Literary influences to be discussed will include the *Commedia dell'Arte* and the Metastasian melodrama; philosophical and religious issues will include problems posed through the *Riforma* and the subsequent reaction of the Enlightenment. In addition to Goldoni's works, we will examine selected works of the century's literary protagonists (Metastasio, Parini, Alfieri) and excerpts from autobiographical works and memoirs (Vico, Gozzi, Alfieri, Da Ponte). (2 Units)

(Please note: should the number of enrolled students exceed 12-15, the following literature course will be offered in addition to the one above.)

The Early 20th Century Italian Narrative

The course will follow the development of the Italian narrative beginning with the crisis of Naturalism at the end of the nineteenth century (D'Annunzio, Fogazzaro, Svevo, Pirandello); it will then focus on the essential phases of the twentieth century novel up until the Second World War. Besides offering a comprehensive panorama of the century (devoting particular attention to the relationship between narrative and poetry), the course will concentrate on the fundamental authors of the period (including, as well as the above mentioned writers, Palazzeschi, Moravia, Bontempelli, Buzzati, Savinio, Landolfi, Pavese, and Vittorini), making a selection of some of their most important works as material for class discussions and for student papers. (2 Units)

The Undergraduate Program

Middlebury's Undergraduate Program in Florence presupposes the student's general academic competence and sufficient ability in written and spoken Italian. Our program emphasizes acquisition of language skills and intellectual development through a curriculum of linguistic, literary, and cultural study exclusively in Italian.

Middlebury welcomes applications from Middlebury College undergraduates as well as undergraduates enrolled at other colleges and universities. To be eligible for enrollment, students must have achieved a B- overall academic average. They also need to have completed the equivalent of five semesters of college-level Italian with an average of B. Although participation in the seven-week Italian School summer session on the Middlebury campus is not normally a condition of acceptance, it is recommended and may be required of students considered to need further preparation before enrolling in the program in Florence. Students must check with their home institutions

about transfer of credit for fulfillment of major, minor, or distribution requirements.

There are both full-year and single-semester options available to undergraduates. At the *Sede*, first-semester courses run from September to December and second-semester courses run from January to May. Courses at the University of Florence run on a slightly different schedule than those at the *Sede*, from October to approximately mid- to late June.

All students spend the first week before classes begin establishing their living arrangements. Semester students enroll for four courses at the *Sede* only. Full-year students, with junior standing, are expected to choose at least one elective course at the University of Florence. Enrollment at the University offers a special opportunity to maximize intellectual and linguistic growth. The director will guide students toward courses most appropriate to their intellectual, linguistic, and curricular interests. By special arrangement, courses in studio art are available to qualified students. Special permission is required.

For Middlebury College students the deadline for application is February 1 for the fall semester, spring semester, and the full year. For non-Middlebury students, the application deadline is March 1 for fall semester or full year, and October 15 for the spring semester.

Financial Aid

The Middlebury College School in Italy offers financial assistance to Middlebury College undergraduates. Undergraduates from other institutions are encouraged to contact their home financial aid and/or study abroad office to ascertain whether they are eligible to receive federal, state, or institutional aid to attend the School in Italy.

Courses

The following courses are scheduled to be offered at the *Sede* in 1999-00. **Please note that all courses are subject to change.**

Language

Advanced Language Practice I *(Fall)*

The course is structured to meet the needs of undergraduates who have completed the equivalent of five semesters of Italian. Students will achieve greater control and consistency in the use of more difficult structures, such as the subjunctive, and subordination in general. Regular written assignments based on readings for the course are intended to give students opportunity for practice in a less structured format. Reading assignments are also intended to provide a context as well as a content for the study of grammar. A variety of classroom techniques are intended to appeal to different tastes and needs. (1 Unit)

Advanced Language Practice II *(Spring)*

The principal goal of the course is to improve writing skills. To this end, we will focus our attention on morphology, syntax, and stylistics, with the aim of generalizing and systematizing knowledge to arrive at a logical control of written expression and greater syntactic-textual competence as authors and readers. Listening comprehension and reading assessment will serve as a stimulus to approach the content and form of a variety of texts, and to improve oral skills, both in the correct use of grammar and in understanding fine nuances of meaning. (1 Unit)

Literature

Aspects of Nineteenth and Twentieth Century Italian Literature *(Fall)*

In this course, we will investigate the development of Italian literature from the end of the nineteenth century into the twentieth century. Beginning with narrative literature of the *veristi*, still rooted in the nineteenth century, we will then focus on the novels of Pirandello and Svevo and the "crisis" of literary genres. In the second half of the course, we will examine poetry, tracing its development from the *decadentismo* of Pascoli and D'Annunzio,

through the experience of the *crepuscolari* and the futurists, to the diverse results achieved by such twentieth century poets as Saba, Ungaretti, and Montale. (1 Unit)

Survey of Medieval and Early Renaissance Italian Literature *(Spring)*

This survey will trace the origins of Italian literature in vernacular poetry to the triumph of Humanism. After examining the *forma mentis* of the Middle Ages and the development and innovation of Italian poetry from its Provençal models, the course will focus on major authors and themes up to the age of Lorenzo de' Medici. Our study will conclude with a consideration of lyric poetry and the treatise in the *Cinquecento*. Authors include Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Poliziano, Boiardo, Ariosto, Machiavelli, and Bembo. (1 Unit)

History

Contemporary Italian History *(Fall)*

After an introduction to the historical and geographical characteristics of the Italian peninsula, we will outline its historical evolution from the beginning of the nineteenth century. The course will focus on the events that have marked Italian history from 1945 to the present. (1 Unit)

Florence from the Thirteenth to the Sixteenth Centuries: A Portrait of a Society and its History *(Spring)*

This course provides a comprehensive overview of the "golden centuries" of Florentine history by examining its various aspects in their socio-historical context. Along with other essential information for understanding Florentine civilization, we will describe the political and institutional characteristics, the vocabulary, and the concept of the medieval/Renaissance city-state. Study will focus on the following areas:

1) economic activity, the source of the prosperity which gave Florence its supremacy in Tuscany and made possible its extraordinary artistic and

architectural development;

2) the family, the basic unit of social organization and the center of physical and psychological affirmation for the individual;

3) the life of the urban community, including, among other aspects, its different levels of literacy, public morality, religious practices, and the spread of urban violence.

The course will not follow one text for its structure and information. Instead it will draw from documentary sources, the most recent contributions to historiography, and from lecture-visits to urban sites relevant to the course. (1 Unit)

Art History

Giotto and Tuscan Art from the Late 13th to the First Half of the 14th Century *(Fall)*

The course will analyze one of the most important artists of all time, Giotto, with whom, according to the historian Giorgio Vasari, the rebirth of the arts began. The scope of the course will be to study Giotto's work in its various stages and to consider the contributions that he made as the forerunner of Renaissance Art. Attention will also be paid to the relationships between the painter and the sculptors Nicola, Giovanni Pisano and Arnolfo di Cambio. After having briefly highlighted Giotto's role in the field of architecture, the term will conclude with an examination of the most important members of his school - Taddeo Gaddi, Stefano, Giottino, Giovanni da Milano and Maso di Banco. (1 Unit)

Introduction to High Renaissance and Mannerism *(Spring)*

After an introduction to the cultural and artistic scene in Florence at the end of the *Quattrocento*, the court of Lorenzo il Magnifico and Verrocchio's workshop (Botticelli, Perugino, and Leonardo), the course will examine the genesis of the High Renaissance Classical Style and its coming of age in Florence and Rome in the works of Leonardo, Michelangelo, Raffaello, and others such as Fra' Bartolomeo and Andrea del Sarto.

A detailed analysis of art produced in the first

two decades of the sixteenth century will lead us to identify the first signs of the mannerist style which will later become evident in the works of Pontormo and Rosso.

Attention will be given to some specific topics of the period 1540-1570, which was characterized by the triumph of courtly art, seen in such manifestations as the commemorative decoration of public buildings, garden landscaping and architecture, state portraiture, etc. (1 Unit)

Political Science

The European Union: Problems and Perspectives of Integration *(Fall)*

This course will concentrate on some basic matters relative to the political and economic strategies of the countries which form the European Union. We will begin with a summary of the European Union's main stages, informing the students about the political framework within which it originated and has hitherto operated. Particular attention will be paid to the problems that occurred as a result of the integration of different socio-political systems and of areas that present diverse characteristics of development and different growth potentials, for example the franco-germanic and english systems and the mediterranean area (Italy, Spain, Greece). In an attempt to outline the current political scene as completely as possible, the positions of resistance and open aversion that exist within the integration movement will also be discussed. (1 Unit)

Cinema

Themes and Genres of Italian Cinema *(Spring)*

This course will survey the stylistic themes and the major genres of Italian film. We will begin with an examination of the themes of the 1940's (*calligrafismo,* war, and propaganda films), progressing to *Neorealism* (Visconti's *Ossessione*), the economic boom (Fellini's *La dolce vita*) and later periods. (1 Unit)

Subject Areas at the University of Florence

All courses at the university are year-long courses lasting from October to June. From two to eight courses in each of the following subject areas are generally offered at the University of Florence:

Archeologia
Archeologia e storia dell'arte greca e romana
Filologia
Letteratura italiana
Linguistica
Museologia
Musicologia
Organizzazione internazionale
Relazioni internazionali
Sistema politico italiano
Sistemi sociali comparati
Sociologia della comunicazione
Sociologia della famiglia
Sociologia urbana
Storia contemporanea
Storia dei movmimenti e dei partiti politici
Storia dei movimenti sindicali
Storia del cinema
Storia del pensiero politico contemporaneo
Storia del Rinascimento
Storia del Risorgimento
Storia del teatro e dello spettacolo
Storia dell'arte
Storia dell'integrazione europea
Storia della lingua italiana
Storia delle dottrine politiche
Storia delle tradizioni popolari
Storia economica e sociale del medioevo
Storia economica e sociale dell'età industriale
Storia medievale
Storia moderna
Storia romana

For more information and an application, please contact:

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Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
Graduate program: (802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls
Undergraduate program: (802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/Florence

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
Ph.D., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

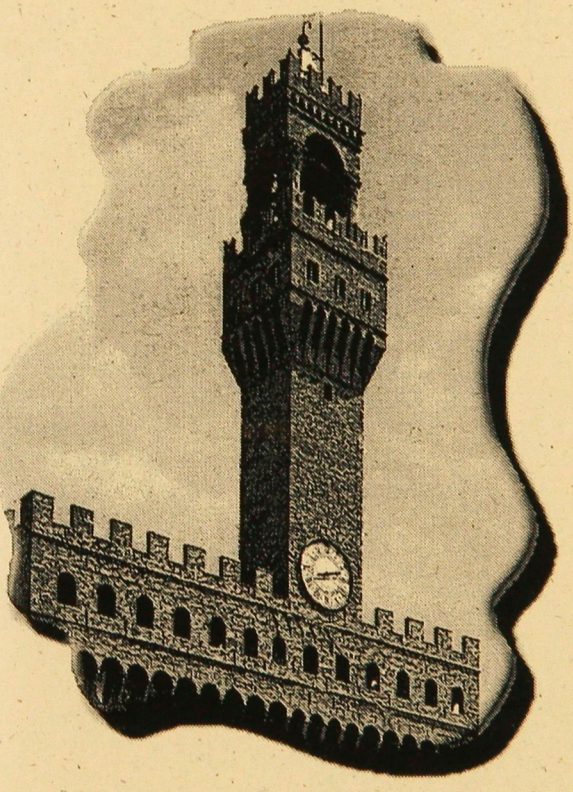
The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

OFFICE COPY

THE SCHOOL IN ITALY

1999-00



The Schools Abroad

MIDDLEBURY COLLEGE

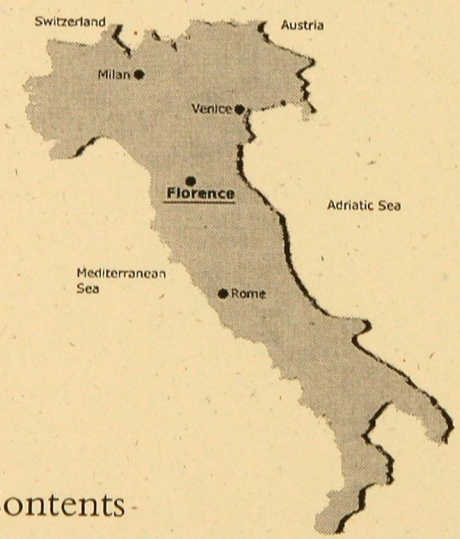
The School in Italy

SUNDERLAND LANGUAGE CENTER
MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls

Middlebury College School in Italy
Via Verdi, 12
50122 Florence
Italy
Telephone: 011.39.55.245.790

1999-2000 Tuition:

Academic Year: $11,485
Semester: $6,000



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The School in Italy

Middlebury's undergraduate program in Florence presupposes the student's general academic competence and sufficient ability in written and spoken Italian. Our program emphasizes acquisition of language skills and intellectual development through a curriculum of linguistic, literary, and cultural study exclusively in Italian. The school, or *Sede*, is located in the center of Florence, a block from the Piazza Santa Croce, and a short walk from the University. All courses are held at the *Sede* except for the regular University of Florence course offerings.

Graduate Program

The School in Italy also offers a year-long program in Florence for college graduates wishing to pursue a Master of Arts in Italian language, literature, and civilization at the Middlebury College Italian School. Applicants should have their B.A. in Italian or equivalent preparation. Students must complete one summer of course work at the graduate level in the Italian School on the Vermont campus before joining the program in Florence. For additional information on the M.A. program, please contact the Middlebury College Language Schools at (802) 443-5510 or at languages@middlebury.edu or see http://www.middlebury.edu/~ls.

Middlebury Language Pledge

While abroad, students are expected to maintain the spirit of the Middlebury College language pledge. We expect that no English will be used, except for emergency consultations with the Director.

Credit

Grades and credits are awarded by the Director of the program based on the recommendation of the instructors of the School in Italy. Students receive nine units of credit for the academic year, four units for the fall semester, or five units for the spring semester. Students who transfer their credits to other

institutions typically receive 15-16 semester hours or 20-25 quarter hours per semester, for four courses. The awarding of transfer credit is the responsibility of the student's home institution.

Grade reports for semester students will be mailed to their permanent mailing addresses, after the semester ends. Full year students will be given grade reports for the fall semester by the resident director, and grades for the spring term will be mailed to their permanent mailing addresses during the summer.

Grades are automatically recorded on each student's Middlebury College transcript. Other institutions will NOT automatically be notified of grades earned abroad. Students who wish to have copies of their official transcripts sent to their home institutions must submit Transcript Request Forms (available in the School in Italy office) to: Director of Academic Records, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Calendar

There are both full-year and single-semester options available to undergraduates. At the *Sede*, first-semester courses run from September to December and second-semester courses run from January to May. Courses at the University of Florence run on a slightly different schedule than those at the *Sede*, from October to approximately mid- to late June.

Financial Aid

The Middlebury College School in Italy offers financial assistance to Middlebury College undergraduates. Undergraduates from other institutions are encouraged to contact their home financial aid and/or study abroad offices to ascertain whether they are eligible to receive federal, state, or institutional aid to attend the School in Italy.

Enrollment

Upon acceptance, all students must pay a $300 non-refundable enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the School in Italy. In case of cancellation or withdrawal,

reimbursement of any subsequent tuition payments will be subject to the schedule in the *School in Italy Handbook* sent to enrolled students in the spring.

Application and Admission

Application materials for the 1999-00 academic year abroad are available from:

The School in Italy
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/

To be eligible for enrollment, students must have achieved a B- overall academic average. They also need to have completed the equivalent of five semesters of college-level Italian with an average of B. Although participation in the 7-week Italian School summer session on the Middlebury campus is not normally a condition of acceptance, it is recommended and may be required of students considered to need further preparation before enrolling in the program in Florence.

Middlebury welcomes applications from undergraduates enrolled at other colleges and universities. For Middlebury College students, the deadline for application to the undergraduate program is February 1 for the fall semester, spring semester, and the full year. For non-Middlebury students, the application deadline is March 1 for the fall semester or full year, and October 15 for the spring semester.

Administration and Faculty

Administration

ANNA BARSANTI, Director of the School in Italy. Diploma di Maturitá Classica, Liceo Dante, Firenze. Since 1976 Ms. Barsanti has been the Director of Middlebury College's School in Italy, where she began teaching in 1968. She has published numerous articles

and essays on Tuscan paintings of the sixteenth and seventeenth centuries in journals such as *Paragone* and *Paradigma*. She has also taken part in the organization of several exhibitions and has contributed entries to their catalogues.

PATRIZIA NESTI, Assistant to the Director. Diploma di Maturitá Magistrale, Istituto Magistrale G. Pascoli, Firenze. Ms. Nesti has worked for the School in Italy since 1989. After having completed her studies at the Istituto Magistrale (1984), she worked as a temporary teacher for several elementary schools in the Florence area. As Assistant to the Director, she handles student registration as well as non-academic affairs such as housing and computers, etc.

Faculty

STEFANO GIOVANNUZZI, *Cultore della Materia,* Facoltá di Lettere, Dept. of Scienze Filologiche e del Linguaggio, University of Turin. Italian Language and Literature *Laurea*, University of Florence.

GIUSEPPE DE JULIIS, Professor of Art History. History of Medieval and Modern Art *Laurea*, University of Florence (*magna cum laude*). History of Medieval and Modern Art "*Perfezionamento*", University of Florence.

ALESSANDRO DURANTI, *Ricercatore,* Dept. of Italianistica, University of Florence. Italian Language and Literature *Laurea*, University of Florence (*magna cum laude*).

LUCIA SPERANZA, Professor. Italian Language and Literature *Laurea*, University of Florence (*magna cum laude*).

BIANCA DI TULLIO RUGGIERI, *Professore di Ruolo* of Latin and Italian, Liceo Scientifico Morgagni, Florence. Italian Language and Literature *Laurea*, University of Florence (*magna cum laude*).

MARCO PISTOIA, *Dottorato di Ricerca*, Dept. of Storia delle Arti e dello Spettacolo, University of Florence. History of Cinema *Laurea*, University of Florence (*magna cum laude*).

Program Overview

Academic Program

All students spend the first week, before classes begin, establishing their living arrangements. Semester students enroll for four courses at the *Sede* only. Full-year students, with junior standing, are expected to take a year-long course at the University of Florence as part of their program of study. Enrollment at the University offers a special opportunity to maximize intellectual and linguistic growth and is strongly encouraged. The Program Director will guide students toward courses most appropriate to their intellectual, linguistic, and curricular interests. By special arrangement, courses in studio art are available to qualified students. Special permission is required.

Housing

Arrangements for accommodations in Florence are made by students with the resources available to them at the *Sede*. The *Sede* furnishes a list of apartments and families where students have lived in previous years and which have been recommended favorably. Prices will vary according to the type of accommodation and the exchange rate. The estimated expense for room and board for the 1999-00 academic year is approximately $9,800.

Travel and Extracurricular Activities

The School in Italy organizes two one-day excursions each semester, generally to small towns of artistic interest which are difficult to reach with regular means of transportation. In addition, an overnight excursion is offered each semester. Visits to churches, museums, and gardens in Florence are regularly scheduled for Art History and History courses. Students are encouraged to get involved in independent extra-curricular activities. The School in Italy maintains an updated listing of such activities pursued by former students, and the staff is available to direct students to these resources.

Course Listings

The following courses were offered at the *Sede* in 1998-99. Please note that course offerings can change from year to year.

Advanced Language Practice I
The course is structured to meet the needs of undergraduates who have completed the equivalent of five semesters of Italian. Students achieve greater control and consistency in the use of more difficult structures, such as the subjunctive, and subordination in general. Regular written assignments based on readings for the course are intended to give students opportunity for practice in a less structured format. Reading assignments are also intended to provide a context as well as a content for the study of grammar. A variety of classroom techniques are intended to appeal to different tastes and needs. (fall semester)

Advanced Language Practice II
The principal goal of the course is to improve writing skills. To this end, we will focus our attention on morphology, syntax, and stylistics with the aim of generalizing and systematizing knowledge to arrive at a logical control of written expression and greater syntactic-textual competence as authors and readers. Listening comprehension and reading assessment will serve as a stimulus to approach the content and form of a variety of texts, and to improve oral skills, both in the correct use of grammar and in understanding fine nuances of meaning. (spring semester)

Aspects of Nineteenth and Twentieth Century Italian Literature
In this course, we will investigate the development of Italian literature from the end of the nineteenth century into the twentieth century. Beginning with narrative literature of the *veristi*, still rooted in the nineteenth century, we will then focus on the novels of Pirandello and Svevo and the "crisis" of literary genres. In the second half of the course, we will examine poetry, tracing its development from the *decadentismo* of Pascoli and D'Annunzio, through the experience of the *crepuscolari* and the futurists, to the

diverse results achieved by such twentieth century poets as Saba, Ungaretti, and Montale. (fall semester)

Survey of Medieval and Early Renaissance Italian Literature
A survey of Italian literature from its origin in vernacular poetry to the triumph of Humanism. After examining the *forma mentis* of the Middle Ages and the development and innovation of Italian poetry from its Provençal models, the course will focus on major authors and themes up to the age of Lorenzo de' Medici. Our study will conclude with a consideration of the lyric and the treatise in the Cinquecento. Authors include Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Poliziano, Boiardo, Ariosto, Machiavelli, and Bembo. (spring semester)

Contemporary Italian History
After an introduction to the historical and geographical characteristics of the Italian peninsula, we will outline its historical evolution from the beginning of the nineteenth century. The course will focus on the events that have marked Italian history from 1945 to the present. (fall semester)

Florence from the Thirteenth to the Sixteenth Centuries: A Portrait of a Society and its History
The course provides a comprehensive overview of the "golden centuries" of Florentine history by examining its various aspects in socio-historical context. Along with other essential information for understanding Florentine civilization, we will describe the political characteristics of the period, the vocabulary, and the concept of the medieval/Renaissance city-state. Study will focus on the following subjects:
1) economic activity, the source of that prosperity which gave Florence its supremacy in Tuscany and made possible its extraordinary artistic and architectural development;
2) the family, the basic unit of social organization and the center of physical and psychological affirmation for the individual;
3) the life of the urban community, including its different levels of literacy, public morality, religious

practices, and the diffusion of urban violence. The course will not follow one text for its structure and information. Instead it will draw from documentary sources, the most recent contributions to the historiography, and lecture-visits to urban sites relevant to the course. (spring semester)

Giotto and Tuscan Art from the late 13th to the first half of the 14th Century

The course will analyze one of the most important artists of all time, Giotto, with whom, according to the historian Giorgio Vasari, the rebirth of the arts began. The scope of the course will be to study Giotto's work in its various stages and to consider the contributions that he made as the forerunner of Renaissance Art. Attention will also be paid to the relationships between the painter and the sculptors Nicola, Giovanni Pisano, and Arnolfo di Cambio. After having briefly highlighted Giotto's role in the field of architecture, the term will conclude with an examination of the most important members of his school - Taddeo Gaddi, Stefano, Giottino, Giovanni da Milano and Maso di Banco. (fall semester)

Introduction to High Renaissance and Mannerism

After an introduction concerning the cultural and artistic scene in Florence at the end of the Quattrocento, the court of Lorenzo il Magnifico and Verrocchio's workshop (Botticelli, Perugino, and Leonardo), the course will examine the genesis of the High Renaissance Classical Style and its coming of age in Florence and Rome in the works of Leonardo, Michelangelo, Raffaello, and others such as Fra' Bartolomeo and Andrea del Sarto. A detailed analysis of the art produced in the first two decades of the sixteenth century will lead us to identify the first signs of the mannerist style which will later become evident in the works of Pontormo and Rosso. Attention will be given to some specific topics of the period 1540-1570, which was characterized by the triumph of courtly art, seen in such manifestations as the commemorative decoration of public buildings, garden landscaping and architecture, state portraiture, etc. (spring semester)

The European Union: Problems and Perspectives of Integration

This course will concentrate on some basic matters relative to the political and economic strategies of the countries which form the European Union. We will begin with a summary of the European Union's main stages, informing the students about the political framework within which it originated and has hitherto operated. Particular attention will be paid to the problems that occured as a result of the integration of different socio-political systems and of areas that present diverse characteristics of development and different growth potentials, for example the Franco-Germanic and English systems and the mediterranean area (Italy, Spain, Greece). In an attempt to outline the current political scene as completely as possible, the positions of resistance and open aversion that exist within the integration movement will also be discussed. (fall semester)

Themes and Genres of Italian Cinema

This course will survey the stylistic themes and the main genres of Italian film. We will begin with an examination of the themes of the 1940's (*calligrafismo*, war, and propaganda films), progressing to *Neorealismo* (Visconti's Ossessione), the economic boom (Fellini's La Dolce Vita) and later periods. (spring semester)

Subject areas at the Università degli Studi di Firenze

All courses at the university are year-long courses lasting from October to June. From two to eight courses in each of the following subject areas are generally offered at the Università degli Studi di Firenze.

Archeologia
Archeologia e Storia dell'arte greca e romana
Filologia
Letteratura italiana
Linguistica
Museologia
Musicologia
Organizzazione internazionale
Relazioni internazionali
Sistema politico italiano

Sistemi sociali comparati
Sociologia della comunicazione
Sociologia della famiglia
Sociologia urbana
Storia contemporanea
Storia dei movmimenti e dei partiti politici
Storia dei movimenti sindicali
Storia del cinema
Storia del pensiero politico contemporaneo
Storia del Rinascimento
Storia del Risorgimento
Storia del teatro e dello spettacolo
Storia dell'arte
Storia dell'integrazione europea
Storia della lingua italiana
Storia delle dottrine politiche
Storia delle tradizioni popolari
Storia economica e sociale del medioevo
Storia economica e sociale dell'età industriale
Storia medievale
Storia moderna
Storia romana

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Based on the belief that language competency is essential to true cultural understanding, the Middlebury College Language Schools were founded in 1915 to offer an intensive and rigorous approach to language learning and cultural appreciation. Every summer the college is transformed into an international campus where adult students of all ages take "the Language Pledge" — a formal commitment to speak only their language of study for a six-, seven-, or nine-week session. The pledge enables students to focus their energies on the acquisition of language skills, to internalize patterns of communication, and to gain cultural perspective associated with the target language.

There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish, and courses range from beginning to advanced to graduate study. Middlebury offers an M.A. in five of the languages and a Doctor of Modern Languages for teacher-scholars proficient in two foreign languages.

For more information, please contact the Language Schools at (802) 443-5510, or at languages@middlebury.edu, or see http://www.middlebury.edu/~ls.

MIDDLEBURY COLLEGE SCHOOLS ABROAD

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D. Phil., Oxford University

DAVID A.J. MACEY
Director of Off-Campus Study
Ph.D., Columbia University

Middlebury College has endorsed the Guidelines for Responsible Study Abroad: Health and Safety, established by the Inter-Organization Task Force on Safety and Responsibility in Study Abroad.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

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THE JAPANESE SCHOOL

SUMMER 1999

The Language Schools

MIDDLEBURY COLLEGE

The Japanese School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5510

Summer 1999

Nine-Week Session
June 11 - August 13
Total Fees: $5,860
(Tuition $3,800; Board $1,475; Room $585)

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Letter from the Director

At the Japanese School, serious students who are willing to work hard can enter the language immediately, even at the beginning level, and over the course of the summer make major strides in speaking, writing, and understanding Japanese.

The School, begun in 1970, is committed to upholding the highest standards of instruction. Its innovative, interdisciplinary approach to cross-cultural language learning meets the widening demand for Japanese in business, government, education, and the nonprofit community.

Stepping from English into Japanese is not simply a linguistic challenge. Students in the nine-week intensive language program are continually exposed to the cultural conditions and social behaviors that accompany communication. Entering students are closely assessed and assigned to one of six levels of instruction. Language instruction focuses on building strong fundamentals and helping students internalize the basic language structures.

At the first two levels, we stress the basic patterns; a structure that is Japanese in nature, not a translation of English as you learn to express your ideas and thoughts. We select a wide range of reading materials that are geared toward the general public. At the beginning level, we use a system designed for English speakers; beyond that, we use only authentic materials. When we finish, it is amazing how much students can do.

Exit exams at the end of the summer session show dramatic improvements. Students completing the first level often score significantly higher than entering second-level students. Our goal is to do in nine weeks what conventional schools do in a year, if not more.

Students come from academic, business, government, and other settings from all over the globe. They interact with each other at all levels, fostering continual improvement in language facility. Students and faculty spend the summer living and working closely together in an intensive, yet congenial and supportive environment.

The Japanese School's expanding use of technology ranges from an interactive CD-ROM

integrated with the Level One textbook to instant-capture digital video recording. A video of the class is recorded immediately on computer and made available for review as early as that evening via the World Wide Web. Advanced-level students have opportunities to view news broadcasts directly from the Internet, using a "glossing" service that defines unfamiliar terms. Students also exchange compositions and comments via e-mail with teachers and classmates.

Come to the Japanese School prepared to be challenged. Students attend classes for up to five hours each weekday and put in four to six hours of additional work after class. Students develop writing and speaking skills, along with vocabulary and grammar; all courses provide information on Japanese culture and society. The School supplements the course work with a lively range of activities, including lectures on art, architecture, music, and other aspects of Japanese culture; musical and theatrical performances; and discussions, both formal and informal.

We welcome serious and eager students, and we look forward to spending an enjoyable summer in an environment where speaking, reading, and interacting take place entirely in Japanese.

Masakazu Watabe
Director

The Japanese School

The Middlebury College Japanese School offers intensive summer programs from beginning through advanced levels. All programs emphasize both the development of language skills and the understanding of Japanese culture.

Credit

Credit is defined in terms of *units*. One unit equals three semester hours. Courses offered in the nine-week session of the Japanese School award four units (twelve semester hours) of undergraduate credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions materials published by the Language Schools each year.

Enrollment

Upon acceptance, all students must pay a $200 non-refundable enrollment deposit to be applied to the tuition charges.

Application and Admission

Application materials for the Japanese School are available from:

The Japanese School
Hillcrest 9
Middlebury College
Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director

MASAKAZU WATABE. Associate Professor, Department of Asian and Near Eastern Languages, Brigham Young University. Ph.D., University of Southern California

Faculty (Professors in Charge)*

MASAKAZU WATABE (Elementary Japanese)

ALAN WORTHAM (Second-Year Japanese) ABD, University of Minnesota

MASAKAZU WATABE (Advanced Second-Year Japanese)

TAKEHIRO KANAYA (Third-Year Japanese) Assistant Professor, University of Montreal. Ph.D., University of Montreal

NOBUO OGAWA (Advanced Third-Year Japanese) Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania

HIDEO TOMITA (Fourth-Year Japanese). Associate Professor, Kenyon College. Ph.D., Ohio State University

Administrative Staff

LINDA A. LAROCQUE, Coordinator

RUSSELL WASDEN, Bilingual Assistant

*Faculty listing is subject to revision.

Courses

JA 101-102-103-104 Elementary Japanese

Watabe, Eda, Sazawa, and Staff

This course covers the basic framework of the Japanese language: grammatical structures, vocabulary, *hiragana, katakana,* and some elementary *kanji.* It focuses on building a solid foundation in the structure of the Japanese language, and on developing conversational, reading and writing skills. Students will attend classes for four-to-five hours each day. There will be one hour of lecture in English to present the structure of the language and its culture; then the class will be divided into small groups to participate in creative drills and communicative exercises with authentic situations and materials, and to begin reading elementary stories and writing sentences in Japanese. Because the course covers one year's worth of material in nine weeks, the program is extremely intensive and students should understand that the class will move quickly and require a great deal of memorization and practice. Daily work outside of class is expected to average between four and six hours.

At the end of the session, students should be able to conduct basic conversations in Japanese, write simple compositions, and read short pieces written within the vocabulary and grammatical limitations of first-year Japanese. Students may be able to attain a good command of basic Japanese, and will be likely to have acquired important socio-cultural information which they can develop as they go on to study at the second-year level. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part I and Part II,* Yale University Press. Other supplementary materials for reading, writing and conversation.

JA 197-198-199-200 Second-Year Japanese

Wortham, Uchida, and Omoto

This course is designed for students who have completed one year of relatively rigorous formal training (or its equivalent) in **both** spoken and written Japanese. It seeks to reinforce students' control of those major grammatical items that appear in introductory texts, and to present more advanced grammatical and vocabulary items. Students will review the basic grammar introduced in first-year Japanese through reading, writing, and

other activities. More advanced grammatical points and vocabulary items will also be introduced to make the transition to intermediate Japanese easier and smoother. Students will attend class for four-to-five hours each day: one hour of lecture in English and three-to-four hours working in small groups on creative pattern drills and communicative exercises with authentic situations and materials. Daily work outside of class is expected to average between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, and have the basic skills that would be required to live in Japan: making requests, making phone calls, reporting events, making reservations, asking for permission, etc.
Students will improve their abilities to understand and produce original sentences with relative ease in various situations, and will be able to read authentic stories and articles in Japanese. They will also learn the basics of *kanji* and how they are joined together to learn *kanji* more systematically. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part II, and Part III.* Other supplementary materials for reading, writing, and conversation.

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA 201-202-203-204 Advanced Second-Year Japanese Watabe, Hayashi, and Ishida
The Advanced Second-Year course is designed for students who have had at least one year of instruction at the college level or have lived in Japan for more than three months using the Japanese language. Students will review the basic structure in addition to completing rigorous drills and communicative exercises to internalize the grammar. They will also review the basics of *kanji* and the fundamental reading strategies to enhance their skills with the written language. They will be exposed to authentic stories, articles, and videos in order to learn and enrich their cultural awareness of the Japanese people. Students will attend class for four-to-five hours each day: one hour of lecture in English and three-to-four hours working in small groups. Two hours will be for spoken and listening comprehension and one for reading and writing. Daily work outside of class is expected to average

between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, basic reading strategies and basic skills to learn the language on their own in their own fields of interest. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part II, and Part III.* M. Watabe, *Toward Better Japanese, Part I and Part II.* Other supplementary materials for reading, writing and conversation.

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA 301-302-303-304 Intermediate Japanese Kanaya, Shimojo, Miura, and Hiroe
Students taking Intermediate Japanese should have had at least two years of rigorous formal language training. A variety of authentic materials including essays, short stories, a movie script and newspaper articles will be used as texts. The course will be conducted entirely in Japanese. Students will attend class for four-to-five hours each day. Daily work outside of class is expected to average between four and six hours. Students will gradually learn most of the *joyo kanji*. Emphasis is on development of reading skills and strategies, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will provide additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. They should also be able to carry on daily conversation with relative ease. (4 units)

Recommended texts: Kenkyusha, *New Japanese-English Dictionary.* Nelson, *The Modern Reader's Japanese-English Character Dictionary.*

JA 305-306-307-308 Advanced Intermediate Japanese Ogawa and Iwami
Students taking Advanced Intermediate Japanese shall have at least two years of rigorous, formal

Japanese language training. This course will encompass essentially the same curriculum as the Intermediate Japanese course, but with greater academic rigor and a faster pace. (4 units)

Recommended texts: Kenkyusha, *New Japanese-English Dictionary*. Nelson, *The Modern Reader's Japanese-English Character Dictionary*.

JA 401-402-403-404 Advanced Japanese
Tomita, Shibuya, and Staff

This course is designed for graduate and undergraduate students with advanced skills in spoken and written Japanese. The prerequisite is at least three or more years of rigorous formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus on reading various authentic materials such as scholarly readings, newspapers, novels, and essays. Extensive use of video and audio tapes will aid in improving aural-oral skills. This course will be conducted entirely in Japanese and therefore requires a high level of proficiency in all four language areas. The course will also emphasize progress in writing ability. Students will produce a considerable amount of writing which will be corrected and discussed in individual diagnostic sessions.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students attend class for four-to-five hours each day. Daily work outside the classroom requires an average of four to six hours. (4 units)

Recommended Study Tools: Students are strongly encouraged to bring an electronic Japanese-English dictionary for personal use.

Special Seminar in Japanese Literature
Wasden

This seminar is designed for advanced students interested in Japanese literature. Students will read representative Japanese literary works and discuss their values, styles, and contents. Russell Wasden just recently published his own translation of Yoshimoto Banana's *Amrita*.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

Rev. 1/99

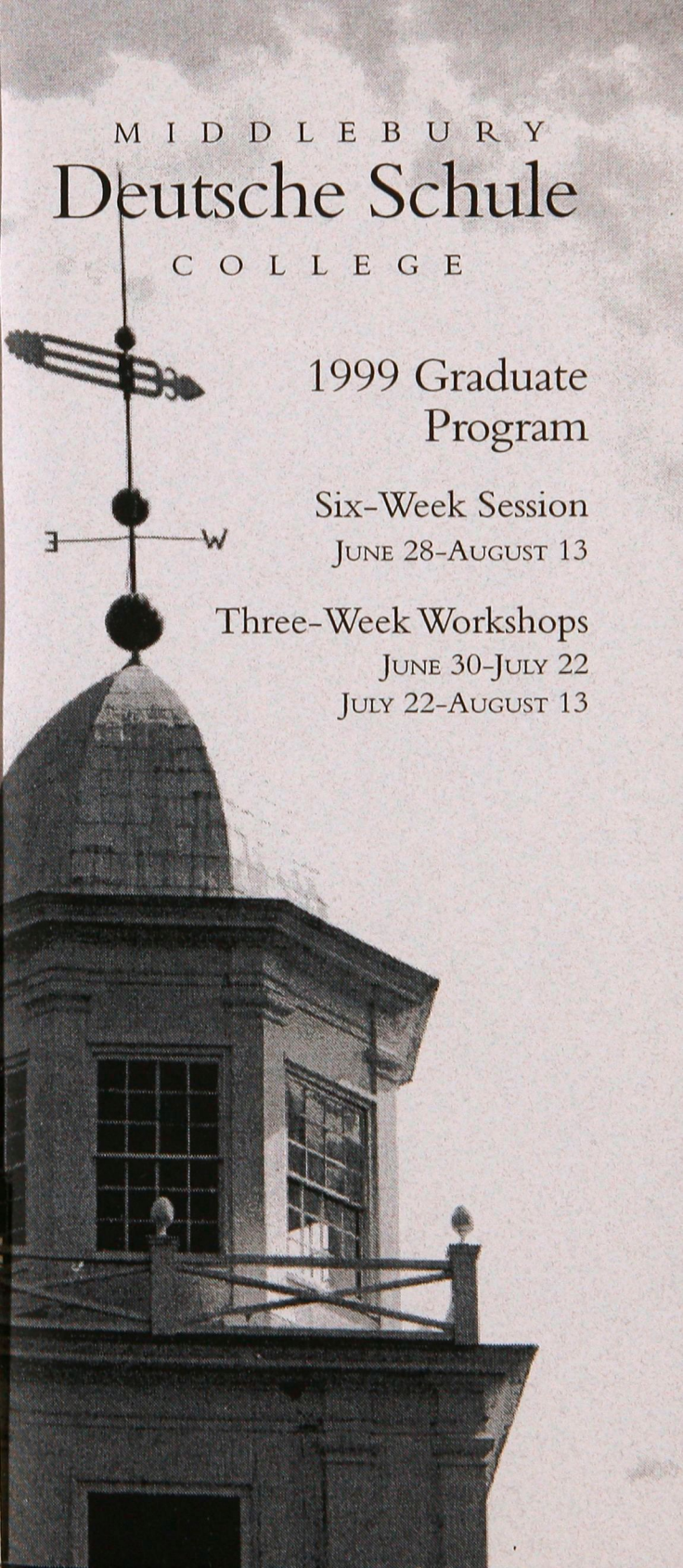
The Language Pledge

"The Language Pledge"
and "The Language Schools"
are service marks
of Middlebury College.

MIDDLEBURY

Deutsche Schule

COLLEGE



1999 Graduate Program

Six-Week Session

June 28–August 13

Three-Week Workshops

June 30–July 22

July 22–August 13

MIDDLEBURY COLLEGE

The German School

SUMMER 1999

June 28 - August 13

Total: $ 4,360
(Tuition $2,860; Board $1,075; Room $425)

The Middlebury College German School is the oldest and most prestigious German summer graduate program in the United States. Founded in 1915, the German School offers an academic environment dedicated solely to language, literature, and cultural studies. Vermont's Green Mountains provide an ideal setting for concentrated study, and the Language Pledge, required of all students, ensures that German is used as the only means of communication, facilitating the internalization of a German linguistic and cultural perspective.

The rigorous six-week program offers a well-balanced selection of courses designed to meet the needs of many kinds of students, including language teachers who wish to continue their education, graduate students in German or in fields related to German Studies, and those who may want to refresh their acquaintance with German language and culture. One may enroll for a single summer or pursue one of the graduate degrees described below.

This year's curriculum emphasizes the 19th century and incorporates courses in language, literature, teaching methodology, and culture studies. Three-week workshops, taught two hours daily, are indicated by a *. Small classes are taught by distinguished and committed faculty from German and American universities and are augmented by a wealth of co-curricular events and activities which provide a culturally authentic context.

Master of Arts in German

Students who hold a B.A. or the equivalent from an accredited institution of higher education, and who have completed course work equivalent to a major in German, may matriculate in the German School's M.A. program after successfully completing an initial summer at Middlebury. M.A. candidates may select a structured program of twelve courses to be taken over several summers at Middlebury, or they may complete their degree by

spending an academic year at the Middlebury School in Mainz, where they enroll in courses at the Johannes Gutenberg-Universität.

Doctor of Modern Languages

The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. An M.A. in German is a prerequisite for entrance into the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; three graduate courses in a second language (French, Italian, Russian, or Spanish); comprehensive written and oral examinations in German; residency abroad; proof of successful teaching experience; and a dissertation and its oral defense.

Graduate-Level Course Offerings

SUMMER 1999

I. Language and Linguistics

- Advanced Language Practice
- Applied Linguistics * (Session I: 6/30-7/22)
- Translation Workshop: Literary Translation (German - English)* (Session I: 6/30-7/22)

II. German Studies - Culture and Society

- The Attack on Patriarchy and the Crisis of the Family Structure in *das bürgerliche Trauerspiel*
- The Federal Republic of Germany in the Nineties: Political System and Foreign Policy* (Session II: 7/22-8/13)
- The *Weimar* Republic: History and Culture

III. Literature

- Introduction to Text Analysis
- Prose Texts in the 19th Century: From Romanticism to Naturalism
- 19th Century German Poetry
- Love and Marriage: Tensions and Contradictions in 19th Century Society as reflected in Theodor Fontane's *Schach von Wuthenow* and *Irrungen Wirrungen*

IV Teaching Methodology

- Applied Linguistics* (Session I: 6/30-7/21)
- The Federal Republic of Germany in the Nineties: Political System and Foreign Policy* (Session II: 7/22-8/13)

Summer Workshops

for Teachers and Students of German

Session I

Arrival Wednesday, June 30

Classes begin Thursday, July 1

Classes end Wednesday, July 21

Departure Thursday, July 22

Session II

Arrival Thursday, July 22

Classes begin Friday, July 23

Classes end Thursday, Aug. 12

Departure Friday, Aug. 13

Total: $1,720
(Tuition $975; Room $210; Board $535)

The German School has always paid special attention to the needs and concerns of language teachers, and takes great pride in the number and reputation of German teachers across the United States who hold degrees from Middlebury. During the summer of 1999 the German School will offer two three-week workshops especially designed for teachers and qualified graduate students of German. These workshops address specific needs of the modern German classroom for methods and materials.

The workshops meet Monday through Friday for two hours per day and carry one unit (or three semester hours) of graduate credit each. Applicants may enroll in one or all workshop sessions.

A three-week session at Middlebury enables German teachers to advance their graduate studies without making a six-week commitment to the German School's regular graduate session. While their stay may be shorter in duration, workshop participants still gain full advantage of Middlebury's environment of linguistic and cultural immersion and the German School's wealth of cultural activities including films, plays, concerts, and lectures.

Session I
JUNE 30-JULY 22, 1999

GN619
Applied Linguistics for the Teaching of German
Gunhild Lischke, Cornell University

This course will introduce theoretical linguistic principles necessary for teaching a foreign language, and explore specific problems in the teaching of German. Topics may include phonetics, semantics, socio-linguistics, *Die deutsche Rechtschreibungsreform,* and other aspects of the German language.
Texts: Handouts and prepared materials.

GN697
German-English Translation Workshop: Literary Translation
Klaus Modick, Author

Workshop members will translate the author's novel *Der Mann im Mast.* The novel, a literary play on ideas, is a post-modern treatment of a 19th century theme. Noted German author Modick's work includes numerous translations, most recently , Sebastian Fox's *Birdsong: A Tale of Love and War.* The goal of the workshop is to maximize active and passive vocabulary and to expand general language competency.
Texts: Klaus Modick, *Der Mann im Mast. Roman.* Schöffling & Co., Frankfurt/Main 1997; paperback: Heyne Taschenbuch 10693, Heyne Verlag, München 1998. All participants are expected to have read the novel prior to the workshop.

Session II
JULY 22 - AUGUST 13, 1999

GN651
The Federal Republic of Germany in the Nineties: Political System and Foreign Policy
Wolfgang Dexheimer, Ministerialrat Bonn

The workshop will define the political position of the FRG in the 90s. It will concentrate on a) the Basic Law to examine whether there is a constitutional consensus; b) the process of unification to evaluate whether there is progress or stalemate; and c) European integration with specific attention to the Atlantic cohesion. This tri-lateral focus will give high school teachers the information, material, and strategies necessary to present an updated reflection of politics in Germany.
Texts: Handouts and prepared material.

The German School also offers:

Intensive Language Courses

German for Singers and Vocal Coaches

Undergraduate Study in Mainz

Graduate Study in Mainz

Information about financial assistance is available on the Web.

FOR FURTHER INFORMATION ABOUT ANY OF OUR PROGRAMS PLEASE CONTACT:

The German School-G
Middlebury College
Middlebury VT 05753
(802) 443-5510
E-mail: languages@middlebury.edu
Web: http://www.middlebury.edu/~ls

The Language Pledge

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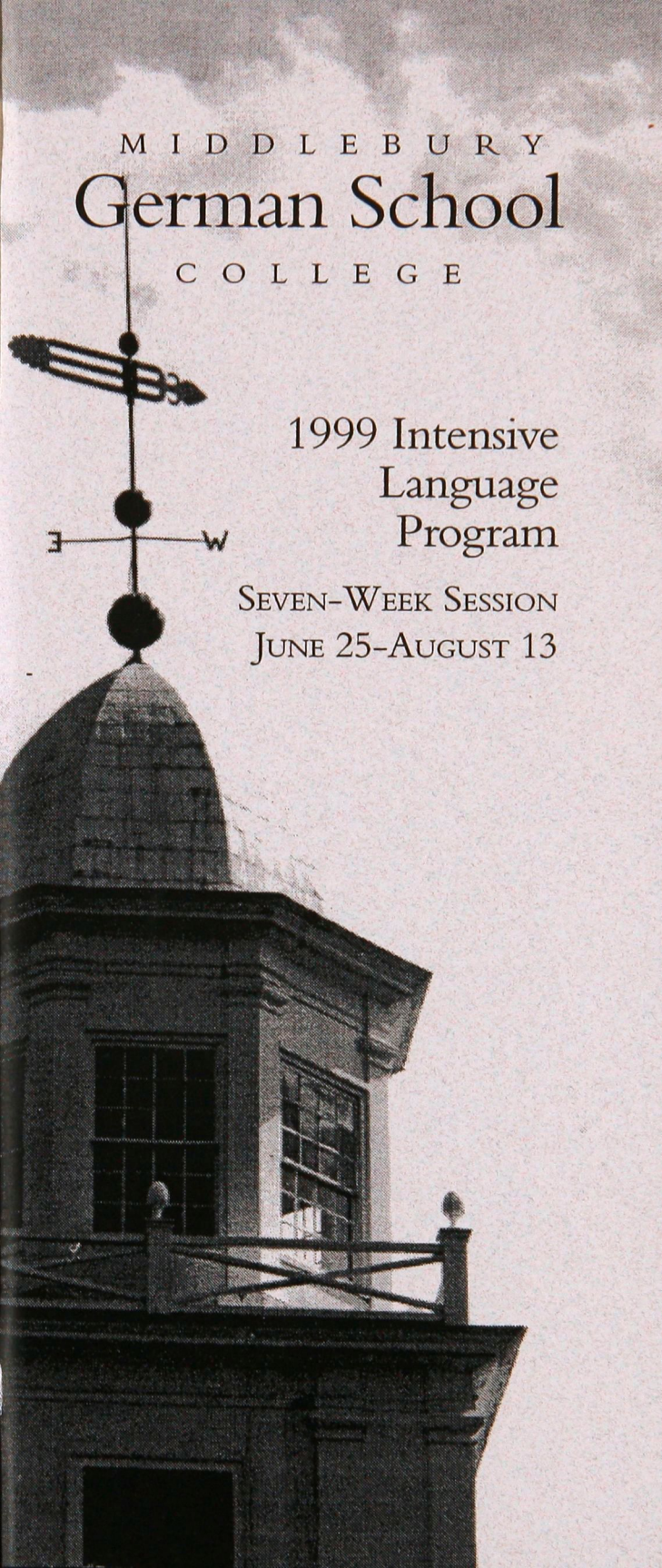
MIDDLEBURY

German School

COLLEGE



1999 Intensive Language Program

SEVEN-WEEK SESSION
JUNE 25–AUGUST 13

MIDDLEBURY COLLEGE

The German School

SUMMER 1999

June 25 - August 13

Total: $ 4,485

(Tuition $2,860; Board $1,160; Room $465)

Middlebury College, a small liberal arts college nestled in the Green Mountains of Vermont, enjoys international renown for its summer programs of language study in Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish.

Founded in 1915 as the first program of its kind in the United States, the German School offers total immersion in German language and culture. Rigorous seven-week language courses on five levels meet four hours per day, five days per week in the mornings. These courses stress oral and written communication and applied grammar practice complemented by readings in area studies and literature.

Afternoons, evenings and weekends are for study, practice in language and computer labs, social events, plays, choir practice, films, concerts, team sports and other activities that reinforce the use of German.

Small classes, a language pledge to use only German and the presence of an engaged and committed faculty in the dorms and dining hall contribute to an unusually supportive learning environment on a campus dedicated solely to language learning. A placement exam that tests all language skills and an oral interview place students at the appropriate level.

What makes a summer in the German School so stimulating and unique is the opportunity to speak German in a range of culturally authentic contexts. The ongoing interaction between faculty and fellow students reinforces and expands the formal classroom instruction. The German School "Middlebury Experience" gives students a better understanding of another culture and ultimately a new perspective on their own culture.

Intensive Language Courses

GN 101-102-103 Elementary German
A course for students who have no prior knowledge of German. A multi-media approach emphasizing grammatical structures, conversation and reading comprehension with authentic texts.

GN 198-199-200 Early Intermediate German
A course for students who have had the equivalent of a semester of college German. Active use of all major grammar points and writing skills with the development of reading strategies with literary and cultural texts.

GN 201-202-203 Intermediate German
A course for students who have completed the equivalent of a first year college German course. Grammar and its application, literature and area studies.

GN 301-302-303 Advanced German
A course for students who have completed the equivalent of intermediate German. Includes advanced grammar, literature and area studies.

GN 401-410-444 Advanced German II
A fourth year level course that integrates stylistics, literature and area studies.

German for Singers Program

Two units of intensive language and diction instruction at one of four levels and two hours daily of music theory and practice with master classes and performances. For additional information, please request the brochure: **German for Singers.**

All students who have a prior knowledge of German and wish to be placed beyond Elementary German are required to take a placement examination.

Through the support of the Goethe Institute Boston, the Zertifikat Deutsch als Fremdsprache and Zentrale Mittelstufenprüfung proficiency tests are offered at reduced rates to qualified students.

Comments From Participants

Elementary German: "I found myself able to carry on interesting conversations and to read short stories and articles in a language I had just begun to study."
Malick Ghachem, Graduate Student, European History, Stanford University

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Early Intermediate German: "The program was at times difficult, was always challenging, and in the end was also very rewarding. I found it to be a totally worthwhile experience."
Ari Meyers, M.A. candidate in Conducting, Peabody School of Music

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Intermediate German: "My German has improved in every aspect. The courses strengthened and solidified my basic skills and provided the opportunity for interesting discussions in which I could actively use what I learned."
Peggy McCree, International Studies and Business, College of Arts and Sciences/Wharton School of Business, University of Pennsylvania

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Advanced German: "Through the total immersion in the language and the entire setting, I was able to learn more in 7 weeks than I would have in a regular school year."
Kara Delahunt, German and Spanish Major, Middlebury College

Advanced German II: "This is my second summer in the German School. The experience sheds a literary and linguistic light on my clinical work, which enhances the ability to define human experience."
Ashok Barucha, M.D., Boston

German for Singers Program: "*German for Singers* fulfilled my wildest dreams! I now sing with enriched understanding and confidence."
Kelle Pierce, Manatee Community College

Join us in the "Middlebury Experience!"

FOR FURTHER INFORMATION CONTACT:
The German School
Middlebury College
Middlebury, Vermont 05753-6131
(802) 443-5510
E-mail: languages@middlebury.edu
http://www.middlebury.edu/~ls

German for Singers and Vocal Coaches

The German School

MIDDLEBURY COLLEGE

June 25 - August 13, 1999

MIDDLEBURY COLLEGE

German for Singers and Vocal Coaches

a seven-week summer program in language, culture, and vocal performance

June 25 - August 13, 1999

The German for Singers and Vocal Coaches program integrates the study of German language, literature, and culture with the study and performance of German vocal music. This program is a recent addition to the curriculum of the German School of Middlebury College, which began its widely-acclaimed language immersion program in 1915.

All students in the German for Singers and Vocal Coaches program are required to speak German at all times. This approach to language study, which makes use of Middlebury's Language Pledge, ensures that students will attain a high degree of language proficiency in a relatively short period of time. Inside this structured world, singers and coaches will gain some of the skills required to become professional artists.

Credit

Middlebury College awards a total of three units (equivalent to nine semester hours) of undergraduate credit for a summer's work in the German for Singers and Vocal Coaches program. Two units are awarded for German language instruction and one unit is awarded for vocal performance.

For transfer purposes, your home institution will determine how many credits you will receive. Therefore, students who are matriculated at other institutions should consult their home campuses before enrolling.

The German School also will issue a certificate to each student attesting to the student's language proficiency and performance participation.

Curriculum

The German for Singers and Vocal Coaches program includes two basic components:

- A language component which provides two hours of instruction daily in German grammar and conversation at a level appropriate to each student's proficiency. (The language component for beginners to

Cover photo by Bob Handelman / Inside photo by Jonathan Blake

the German language is three hours per day.) Special attention is given to diction, conversational style, and poetic interpretation.

- A performance component which includes private lessons and coaching every week, weekly Master Classes with focus on expression through correct diction and vocal and musical style, public recitals, and guest residencies by performers and teachers of national and international reputation. Repertoire includes German Lieder and operatic arias in solo and ensemble form. Students are expected to arrive with a minimum of four songs or arias memorized; additional assignments will be made during the summer.

Together, the language and performance components provide a context for the musical interpretation of song, and of operatic and oratorio literature.

Facilities

The activities of the German for Singers program take place in the Middlebury College Center for the Arts, a modern, air-conditioned facility equipped with ample practice rooms, rehearsal and performance spaces, and a music library housing state-of-the-art listening facilities, multi-media workstations, and a large collection of books, periodicals, and scores for further study.

Students live in the residence halls of the German School, and take their meals in a dining hall where only German is spoken. Outside of class, students will encounter a faculty and staff dedicated to creating an all-German environment. Extracurricular events such as plays, films, concerts, and team sports are designed to enhance and reinforce the use of German.

Performance Component

The performance component of the German for Singers and Vocal Coaches program carries one unit of credit. Enrollment in one of the following four courses includes enrollment in voice and coaching.

GN 104 Elementary Lyric Diction
GN 204 Intermediate Lyric Diction
GN 304 Advanced Lyric Diction I
GN 404 Advanced Lyric Diction II

Language Component

The language component carries two units of credit, and the courses are offered on four levels. They are:

GN 105-106 Elementary German for Singers
Daily activities include three hours of classroom instruction, plus additional work in the language laboratory and the computer center. Emphasis will be placed on the grammatical structures of German, conversational survival skills, diction, and pronunciation, as well as music vocabulary.

GN 205-206 Intermediate German for Singers
Daily activities include two hours of grammar review, conversation, and composition practice to develop the four basic language skills. Pronunciation and diction are an integral part of this course, which also requires some activities in the language laboratory and the computer center.

GN 305-306 Advanced German for Singers
Advanced Grammar and Communication meets two hours per day to analyze and practice advanced grammatical structures, to provide intensive written and oral language training, to offer insights into the German ways of perception, and to develop communication and reading skills. Some additional work in the language laboratory and computer lab is required.

GN 405-406 Advanced German for Singers II
Stylistics, Expository Writing, and Communication meets two hours per day and aims at strengthening the student's ability to write and speak German at an advanced level.

"Bravo, German for Singers! The perfect program for up-and-coming professionals!"

Aaron Guckian, Eastman School of Music

Faculty

James McDonald, Director, Voice Lessons, Master Classes
- Professor of Voice, Indiana University
- D.M.A., University of Iowa
- Recipient of Fulbright and DAAD awards for three years of study in Germany
- Performances world wide
- Several students have won the Metropolitan Opera Competition

Ruth Ann McDonald, Vocal Coach, Master Classes, German School Choir
- Freelance coach in Bloomington, Indiana
- D.M.A., Catholic University of America
- Accompanying credits include performances with George Shirley, Phyllis Bryn-Julson, and Sir Peter Pears
- Coach at the Kammeroper in Vienna, Austria
- Pianist for international vocal competitions

Guest Residencies

Kammersängerin Julie Kaufmann, Bavarian State Opera, Munich, Germany
- Twenty-year career as lyric coloratura with performances in Covent Garden, Hamburg, Germany, and other opera houses
- Concert tours as singer of Lieder throughout Europe
- Repertoire encompasses works from Bach to the most recent composers

Louise McClelland Urban, faculty emeritus, University of Maryland
- Recipient of the Hugo Wolf Medallion
- Singer and teacher of international reputation
- Founding advisor to the German for Singers and Vocal Coaches program

Carolyn Hague, coach/accompanist in Vienna
- Former assistant to Walter Berry at the Hochschule für Musik in Vienna, Austria
- Current assistant to Robert Holl at the Hochschule für Musik in Vienna, Austria
- Recitals with Walter Berry and Angelika Kirchschlager

The Pledge

Like all students in the German School, from beginners to doctoral candidates, participants are expected to adhere to the Language Pledge, a formal commitment to speak only German throughout the program. Because of the special nature of this program, however, it may be necessary to conduct portions of the music and performance components in English, but the use of English will be minimized.

"German for Singers is a 'one-stop' golden opportunity for aspiring young professional singers to become conversant with the whole genre of German vocal music and its literary origins and study voice too...all in the USA! Young singers are rarely given the chance to learn so much so quickly in one spot."

Louise McClelland Urban,
Recipient, Hugo Wolf Medallion

Fees

Tuition	$2,860
Board	$1,160
Room	$ 465
Total fee, seven-week program	$4,485

Financial Aid

Need-based financial aid and Max Kade Fellowships are available to qualified students in the German for Singers and Vocal Coaches program.

Application

Applicants are required to submit the application form, a tape of representative singing in German, and two letters of recommendation from voice instructors.

For further information contact

German for Singers and Vocal Coaches
The German School
Middlebury College
Middlebury VT 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

The Language Pledge

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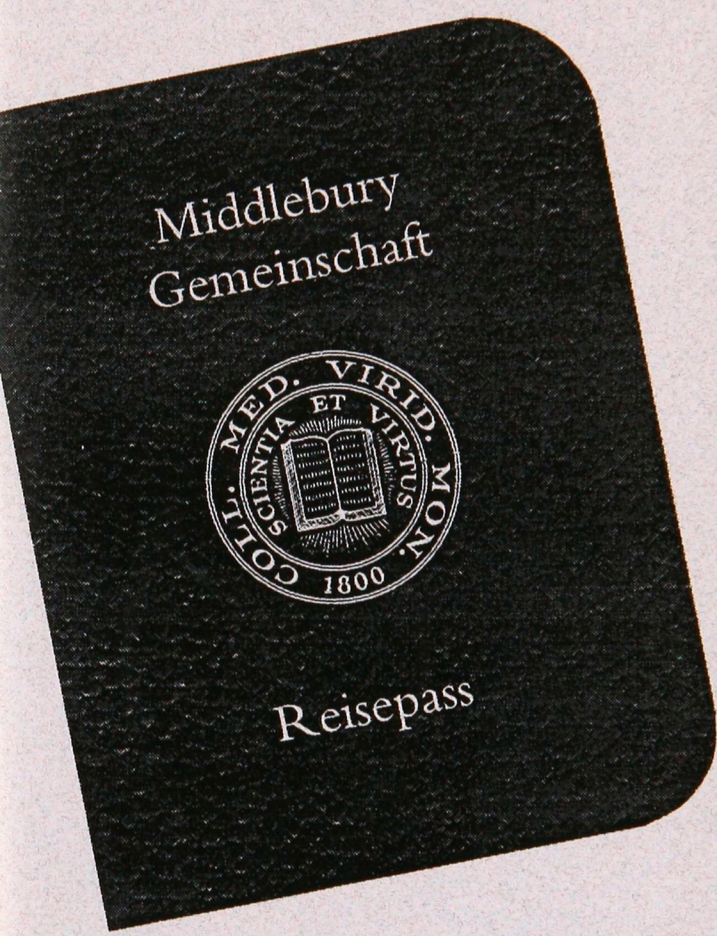
The German School is one of eight schools that constitute the Middlebury College Language Schools. Since 1915 the Language Schools have offered foreign-language immersion programs in Vermont in a unique, structured linguistic environment. Our languages are Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. The Language Schools are integrated with Middlebury's Schools Abroad in France, Germany, Italy, Russia, and Spain for both undergraduate and graduate studies.

THE GERMAN SCHOOL

Summer 1999
Academic Year 1999-2000



The Language Schools
MIDDLEBURY COLLEGE

The German School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5203
languages@middlebury.edu
http://www.middlebury.edu/~ls

Summer 1999

June 25 - August 13
SEVEN-WEEK SESSION, INCLUDING GERMAN FOR SINGERS AND VOCAL COACHES
Total: $4,485
(Tuition: $2,860; Board $1,160; Room $465)

June 28 - August 13
SIX-WEEK SESSION
Total: $4,360
(Tuition: $2,860; Board $1,075; Room $425)

June 30-July 21
THREE-WEEK WORKSHOPS - SESSION I
July 22-August 13
THREE-WEEK WORKSHOPS - SESSION II
(Tuition $975 per unit - three semester hours of credit; Board $535 for each three-week session; Room $210 for each three-week session)

Academic Year 1999-00

THE SCHOOL IN GERMANY

Graduate Program
Tuition: Full year - $11,315

Junior Year Program
Tuition: Full year - $11,485; Semester - $6,000

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Letter from the Director

As the cover of this bulletin suggests, you are holding a passport - *einen Reisepass* - in your hands that invites you to travel with us into the foreign territories of the cultures and language of all German-speaking countries. If you follow our invitation and immerse yourself totally, you will be in for an exciting intellectual experience which will open new doors to the understanding of other peoples, cultures, and countries, and ultimately lead to a better knowledge of your own beliefs and values. At the same time, you will in a very real sense be prepared for living in a world whose nations are becoming increasingly interdependent.

Our passport offers you several different routes for the exploration of the German territories. You may enter uninitiated, you may bring along some prior experiences, or you may already have substantial knowledge. We offer courses for beginners and undergraduates, graduate-level Masters and doctoral programs, and specialized workshops for teachers. German for Singers and Vocal Coaches, our newest program, integrates German language training with vocal performance.

Since 1915, the Middlebury College German School has achieved a level of prestige and reputation that is unrivaled in the United States. Its success is based on three major factors. First, we have carefully guarded the basic formula - an environment dedicated solely to German language, literature, and culture studies. At the heart of these studies is the Language Pledge, unique to Middlebury. An extra-curricular program which provides a wealth of culturally authentic contexts makes the pledge especially meaningful. Secondly, we have changed with the times. We have enriched our course offerings by deepening our emphasis on German Studies. Our teaching methodologies stress individualized attention and make full use of new technologies and assessment methods. Finally and most importantly, we have always been able to attract first-rate faculty members whose expertise, experience, and dedication guarantee the quality of our endeavor.

As you leaf through this bulletin, you will sense the richness and diversity of our program. This year we have adjusted our intensive language courses to account for the increasing number of graduate-level learners, and we continue the integration of computer usage into the learning process. In the six-week graduate program, the major focus will be 19th century culture, and for the first time, we are offering a literary translation workshop. The extracurricular program features our traditional lecture series; we are especially pleased to inaugurate the Carl and Anna Zernik Memorial Lectureship. Our film series showcases the best of German film one night a week in air-conditioned theaters.

Paul Outlaw, actor and cabaret performer, will be our guest for three days in July. Outlaw played the main character in the Academy Award-winning short film *Schwarzfahrer.* Students and faculty may participate in a one-act German play as well as the German Choir. We are looking forward to spectacular performances by the Choir as well as the students of the German for Singers and Vocal Coaches program, directed this year by Dr. James McDonald of Indiana University. If you still have energy left, we may applaud your performance on the soccer or volleyball field or admire your skills as Frisbee champion. Challenge us to a tennis match or a chess game, or offer your talents for the production of our German radio show and newspaper. No matter what your hobbies and interests are, come and join us on our voyage. Take the German language plunge with us.

Jochen Richter
Director

Our special thanks this year go to the Max Kade Foundation for continued generous support of our programs; to the German government represented by the Goethe Institute Boston for funding four graduate teaching assistantships; to the estate of Howard Born for scholarship support; to Professor Emeritus Werner Neuse for scholarship support; and to Alfred and Judith Zernik for endowing a rich and promising lectureship in the German Summer School.

The German School

The German School offers its students a variety of programs during the summer, including intensive language training from beginning to advanced levels, and graduate programs leading toward the M.A. or D.M.L. degree. The School in Germany has programs designed for undergraduates wishing to spend their junior year in Mainz, and for graduates who complete their M.A. degree with an academic year in Mainz. All programs of study emphasize both the development of language skills and the understanding of German culture. Classes from beginning courses through the doctoral level are taught in German, and all summer programs are *intensive.* We determine placement by language proficiency rather than by length of previous exposure to the language. A summer at the Language Schools is an intensive one by design and the demanding pace of the program is sustained by the low student-teacher ratio.

Graduate Degrees

A normal load for graduate students is three courses per summer, to be selected in consultation with the director and the associate director. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement exams taken prior to registration.

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. The Graduate Record Examination is not required.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German requires twelve courses to be taken over a series of summers on the Vermont campus or a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: *Advanced Language Practice* (if not exempted); *Introduction to Literary Scholarship*; one linguistics course; two courses in area studies, including art history, philosophy, music, economics, history, or sociology; one course in methodology, including *Methods of Teaching German as a Foreign Language*, *Methods of Teaching Literature,* or *Methods of Teaching "Landeskunde;"* and one seminar in which the student has to write a *Proseminararbeit* (15-20 pages).

The remaining five courses may be concentrated in one or two areas: literature, linguistics, or civilization. One of these must be a seminar in which the student writes a *Seminararbeit* (20-25 pages). The seminar which includes the *Seminararbeit* may be taken as early as the second summer, and should be taken no later than the third. Students normally write the *Proseminararbeit* before the *Seminararbeit*.

The director may waive *Advanced Language Practice* on the basis of demonstrated proficiency to allow a student to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction to Literary Scholarship*, a seminar which includes a *Proseminararbeit*, and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history, or philosophy.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in German is a

prerequisite for entrance to the D.M.L. program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; three graduate courses in a second language (French, Italian, Russian, or Spanish); a comprehensive written and oral examination in German; residency abroad; proof of successful teaching experience; a dissertation and its oral defense. All new students are required to complete a summer of application on the Vermont campus, during which they enroll for credit in two advanced graduate courses in German and write a qualifying paper.

Inquiries should be addressed to the Office of the Dean of Languages and International Studies at Sunderland Language Center, Middlebury College, Middlebury, VT 05753 (802) 443-5508.

Credits

Credit is defined in terms of *units.* One unit equals three semester hours.

Undergraduate courses in the seven-week session (levels 100-400) normally award three units (nine semester hours) of undergraduate credit. A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A. or D.M.L. degree may request permission from the Director of Academic Records to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury (three units). Only courses taken after successful completion of the initial summer and formal admission to

degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

To obtain approval for transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credit towards an advanced degree at an accredited college or university. The courses must have been taught in German in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken for a grade rather than on a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the director of the German School. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $1,080 (tuition $640; room and board $440).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions materials published by the Language Schools each year.

Enrollment

Upon acceptance, all students must pay a $200 **non-refundable** enrollment deposit to be applied to the tuition charges.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year abroad program, or for one of the graduate degree programs to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Mainz. They may enroll in courses in one language school only and are normally enrolled in courses at one level only. Students at the summer sessions must be high school graduates and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Application materials for the 2000 summer session and the 2000-01 academic year abroad will be available in the fall of 1999 from:

The German School
Middlebury College
Middlebury, VT 05753
802-443-5203
languages@middlebury.edu
http//www.middlebury.edu/~ls

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty, and Staff

Director: JOCHEN RICHTER. Professor of German, Allegheny College. Ph.D., Syracuse University.

Associate Director: KARL OBRATH. Associate Professor of German, University of Cincinnati. Ph.D., University of Cincinnati.

Faculty

CHRISTINE GEFFERS-BROWNE. Lecturer in German, Brandeis University. D.M.L., Middlebury College.

WOLFGANG DEXHEIMER. Ministerialrat und Referatsleiter in der Bundestagsverwaltung. Ph.D., Indiana University; Dr. rer. soc., Universität Konstanz.

ANA DJUKIC-COCKS. Assistant Professor of German, Hood College. Ph.D., University of Cincinnati.

WOLFGANG DÜSING. Professor of German, Johannes Gutenberg-Universität. Dr. phil., Universität Köln.

ROMAN GRAF. Assistant Professor of German, Middlebury College. Ph.D., University of North Carolina.

MARGARET HAMPTON. Professor of German, Earlham College. Ph.D., Case Western Reserve University.

ANDREAS HÄRTER. Dozent für deutsche Sprache und Literatur, Universität St. Gallen. Dr. phil., Universität Zürich.

KARL-HEINZ HARTMANN. Dozent für deutsche Sprache und Literatur, Freie Universität Berlin. Dr. phil., Freie Universität Berlin.

BARBARA HECK. Instructor of German, Hillard School. M.A., The Ohio State University.

BURKHARD HENKE. Associate Professor of German, Davidson College. Ph.D., University of California, Irvine.

BRITTA KALLIN. Teaching and Research Assistant in German, University of Cincinnati. M.A., University of Cincinnati and Staatsexamen, University of Hamburg.

GUNHILD LISCHKE. Senior Lecturer, Cornell University. 1. und 2. Staatsexamen, University of Hamburg.

JAMES McDONALD. Professor of Music, Indiana University. Director of "German for Singers and Vocal Coaches Program." D.M.A., University of Iowa.

RUTH ANN McDONALD. Pianist and vocal coach. Choir director. D.M.A., Catholic University of America.

BARBARA MENNEL. Assistant Professor of German, Bates College. Ph.D., Cornell University.

KLAUS MODICK. Freier Schriftsteller, Wiefelstede. Dr. phil., University of Hamburg.

KAMAKSHI MURTI. Associate Professor of German, University of Arizona. Ph.D., University of Illinois at Urbana-Champaign.

CAROLYN OSTERMANN-HEALY. German Teacher, Distance Learning and Electronic Classroom, Arlington Public Schools. M.A., University of Cincinnati.

ROGER RUSSI. Assistant Professor of German, University of North Carolina, Charlotte. Ph.D., University of North Carolina, Chapel Hill.

CHRISTOPHER WICKHAM. Associate Professor of German, University of Texas at San Antonio. Ph.D., University of Wisconsin, Madison.

Teaching Assistants

ALEXANDRA BENNETT
JOHN LUCE
JEANNETTE SQUIRES

Technical and Rehearsal Assistant

JOHN HEALY

Administrative Staff

LYNN LEWIS, Coordinator.
CARINA BEYER, Bilingual Assistant.
MICHAEL SHAUGHNESSY, Bilingual Assistant and Computer Technician.

Seven-Week Intensive Language Courses

GN 101-102-103 Elementary German

Murti (coordinator), Geffers-Browne, Mennel

Daily activities include four hours of classroom instruction, plus additional work in the language laboratory and computer center. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program, audio-visual presentations supplement regular classroom activities. (3 Units)

Required texts: Moeller/Liedloff et al., *Deutsch heute,* 6th ed. (Houghton Mifflin); Additional materials will be made available.

Note: All students who have prior knowledge of German and want to be placed beyond the Elementary German level (101-102-103) are required to take an analytical placement examination involving all four skills. On the basis of the test results, students will be advised concerning their course selections.

GN 198-199-200 Early Intermediate German

Hampton (coordinator), Heck, Geffers-Browne

The successful completion of this course corresponds to the equivalent of second and third semester German. The active use of all major points of basic grammar and vocabulary is stressed in order to bring students to a common working level in the four skills. During the second half, a greater emphasis will be placed on the development of writing skills and reading strategies with appropriate cultural and literary texts. Audio-visual materials supplement the four hours of daily classroom instruction. Listening comprehension and pronunciation practice require the use of the language laboratory. (3 Units)

Required texts: Moeller/Liedloff et al., *Kaleidoskop,* 5th ed. (Houghton Mifflin); Kossuth/

Antal, *Alte Legenden und neue Literatur* (Holt, Rinehart and Winston).

GN 201-202-203 Intermediate German
Djukic-Cocks (coordinator), Graf, Kallin
This is an integrated program consisting of four hours of classroom instruction and some work in the language laboratory. To develop the four skills, students take three basic courses: Grammar Review, Composition and Conversation, German Culture and Life, plus one literature module for each half of the term. (3 Units)
Required texts: Wells, *Handbuch der deutschen Grammatik,* 2nd ed. (D.C. Heath); Crowner/Lill, *Impulse,* 2nd. ed. (Houghton Mifflin); Lixl-Purcel, *Rückblick: Texte und Bilder nach 1945* (Houghton Mifflin); Spaethling/Weber, *Literatur Eins* (W.W. Norton); Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Houghton Mifflin).

GN 301-302-303 Advanced German
Henke (coordinator), Kallin, Russi, Obrath
The courses at the 300 level are designed as an integrated program for language learning.

GN 301 Advanced Grammar and Communication
This course meets two hours per day to analyze and provide advanced grammatical structures, provide intensive written and oral language training, offer insights into German ways of perception, and teach strategies of communication and language learning. For this course, some additional language and computer laboratory work is required. (1 Unit)
Required texts: Dippman, *A Practical Review of German Grammar,* 3rd ed. (Prentice Hall); Hog, *Sichtwechsel* (Klett).

GN 302 Modern German Literature
This course will use short German prose to enrich cultural context, increase vocabulary, reinforce grammatical and communicative structures, and

introduce methods of literary interpretation. (1 Unit)
Required text: Turneaure, *Im Spiegel der Literatur* (W.W. Norton).

GN 303 German Culture and Society
This course introduces contemporary German culture and some historical background to increase vocabulary, reinforce grammatical and communicative structures, and facilitate a better understanding of German culture and society. It will also make use of relevant web page materials from the Internet. (1 Unit)
Required texts: Luscher, *Deutschland nach der Wende* (Verlag für Deutsch); Additional materials will be available.

Note: Students at the third level are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache* administered through the Goethe Institute in Boston for a small additional fee.

GN 401-410-444 Advanced German II
Wickham (coordinator), Russi
The courses at the 400 level are designed as an integrated program for language learning.

GN 401 Stylistics, Expository Writing, and Communication Wickham
This course forms the core of the 400 level program. It meets two hours daily and aims at strengthening the student's ability to write and speak German at an advanced level through development of speaking, listening, reading, and writing skills with an emphasis on advanced elements of communication and style. Attention will be paid to fine points of grammar, use of idioms, and appropriate register. Lectures, films, and other cultural events of the German School will be incorporated into the course. (1 Unit)
Required texts: Häussermann, *Sprachkurs Deutsch 5* (Diesterweg/Sauerländer); additional materials will be available.

GN 410 Literature in Austria, Germany, and Switzerland since 1945 Wickham

Using a selection of short texts by a variety of authors, this course explores the literature of Germany, Austria, and Switzerland in the 20th century. Emphasis is on issues of central cultural importance during the postwar period. (1 Unit)
Required text: to be announced.

GN 444 Austria, Germany, Switzerland since 1945: Three Roads or One *Autobahn*? Russi

The course explores the three German speaking countries' political and socio-cultural developments since 1945. It also compares and contrasts their positions in the cultural and political topography of the new Europe. Finally, the course considers both national and European perspectives. (1 Unit)
Required text: to be announced.

Note: Students at the fourth level are encouraged to take the examination *Zentrale Mittelstufenprüfung* administered through the Goethe Institute in Boston for a small fee.

German for Singers and Vocal Coaches

The German for Singers and Vocal Coaches program includes two basic components: language learning and musical performance. The *language component* provides daily instruction in grammar and conversation at a level appropriate to the student's proficiency as demonstrated on a placement test. Special attention will be given to German diction, conversational style, and poetic interpretation. For the language portion of this program two units of credit are awarded, and the courses are offered on four levels:

GN 105-106 Elementary German for Singers Ostermann-Healy

Daily activities include 3 hours of classroom instruction, plus additional work in the language laboratory and the computer center. Emphasis will be placed on the grammatical structures of German, conversational survival skills, diction, and pronunciation, as well as music vocabulary. (2 Units)
Required texts: Möller/Liedloff, *Deutsch heute,* 6th ed. (Houghton Mifflin); Barber, *German for Musicians* (Indiana University Press); additional materials will be available.

GN 205-206 Intermediate German for Singers Djukic-Cocks (coordinator)

Daily activities include two hours of grammar review, conversation, and composition practice to develop the four basic language skills. Pronunciation and diction are an integral part of this course, which also requires some activities in the language laboratory and the computer center. (2 Units)
Required texts: Wells, *Handbuch der deutschen Grammatik,* 2nd ed. (D.C. Heath); Crowner/Lill, *Impulse,* (Houghton Mifflin).

GN 305-306 Advanced German for Singers Henke (coordinator)

Advanced Grammar and Communication meets two hours per day to analyze and practice advanced grammatical structures, provide intensive written and oral training, offer insights into the German way of perception, and develop communication and reading skills. Some additional work in the language and computer laboratories is required. (2 Units)
Required texts: Dippmann, *A Practical Review of German Grammar,* 2nd ed. (Prentice Hall); Hog, *Sichtwechsel* (Klett).

GN 405-406 Advanced German for Singers II Wickham

Stylistics, Expository Writing, and Communication meets two hours per day and aims at strengthening the student's ability to write and speak German at an advanced level. (2 Units)
Required text: to be announced.

Performance Component

The *performance component* of the German for

Singers and Vocal Coaches program carries one unit of credit. Enrollment in one of the following four courses includes enrollment in voice and coaching.

GN 104 Elementary Lyric Diction (1 Unit)
McDonald and staff

GN 204 Intermediate Lyric Diction (1 Unit)
McDonald and staff

GN 304 Advanced Lyric Diction I (1 Unit)
McDonald and staff

GN 404 Advanced Lyric Diction II (1 Unit)
McDonald and staff

For a complete description of the program see the special brochure, **German for Singers and Vocal Coaches.**

Six-Week Graduate Program of Studies

A normal load is three courses per summer, to be selected in consultation with the director or associate director. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency. All new students are required to take a placement test. Only courses designated as **seminars** may be taken to write a *Proseminar* or *Seminararbeit*.

Language and Literature

GN 601 Advanced Language Practice
Richter 9-10 a.m.
The course provides intensive practice in written and spoken German. It reviews specific grammatical problems, addresses selected stylistic areas, and concentrates on the writing of expository prose. The course will be targeted to address individual needs of the participants. (1 Unit)
Required texts: Helbig/Buscha, *Übungsgrammatik Deutsch* (Langenscheidt); Buscha/Friedrich, *Deutsches Übungsbuch* (Langenscheidt); Behal-Thomsen et al., *Typisch deutsch?* (Langenscheidt).

GN 619 Applied Linguistics for the Teaching of German
(3-week course, 7/1 - 7/21)
Lischke 2-4 p.m.
This course will introduce theoretical linguistic principles necessary for teaching a foreign language, and explore specific problems in the teaching of German. Topics may include phonetics, semantics, socio-linguistics, *Die deutsche Rechtschreibereform,* and other aspects of the German language. (1 Unit)
Required texts: Handouts and prepared materials.

GN 697 German-English Translation Workshop: Literary Translation
(3-week course, 7/1 - 7/21)
Modick 4-6 p.m.
Workshop members will translate the author's novel *Der Mann im Mast.* The novel, a literary play on ideas, is a post-modern treatment of a 19th century theme. Noted German author Modick's work includes numerous translations, most recently, Sebastian Fox's *Birdsong: A Tale of Love and War.* The goal of the workshop is to maximize active and passive vocabulary and to expand general language competency. (1 Unit)
Required texts: Klaus Modick, *Der Mann im Mast.* Roman. (Schöffling & Co.); Pb. Heyne Taschenbuch 10693 (Heyne Verlag). All participants are expected to have read the novel prior to the workshop.

German Studies - Culture and Society

GN 651 The Federal Republic of Germany in the Nineties: Political System and Foreign Policy
(3-week course, 7/22 - 8/13)
Dexheimer 2-4 p.m.
The workshop will define the political position of the FRG in the 90s. It will concentrate on a) the Basic Law to examine whether there is a constitutional consensus; b) the process of unification to

evaluate whether there is progress or stalemate; and c) European integration with specific attention to the Atlantic cohesion. This tri-lateral focus will give high school teachers the information, material, and strategies necessary to present an updated reflection of politics in Germany. (1 Unit)
Required texts: Handouts and prepared materials.

GN 654 The *Weimar* Republic: History, Culture, and Literature (Seminar)
Hartmann noon-1 p.m.
Revolution, political and economic upheaval, the Great Depression, and fascism characterize the years between 1918 and 1933 in Germany. Films, programmatic and literary texts are used to illustrate and analyze this volatile period. (1 Unit)
Required texts: Brecht, *Trommeln in der Nacht* (edition suhrkamp 490); Toller, *Hoppla, wir leben!* (Reclam UB 9963); Kästner, *Fabian* (Dt. Taschnebuch Verl., dtv 11006); Keun, *Das kunstseidene Mädchen* (dtv 11033).

GN 687 Criticism of Patriarchy and the Crisis of the Family in *das bürgerliche Trauerspiel* (Seminar)
[May also be counted as literature course]
Düsing 10-11 a.m.
The formation, development, and disintegration of bourgeois society in Germany during the 19th century is analyzed using as an example the family as portrayed in *das bürgerliche Trauerspiel*. (1 Unit)
Required texts: Lessing, *Emilia Galotti* (Reclam); Schiller, *Kabale und Liebe* (Reclam); Hebbel, *Maria Magdalena*.

Literature

GN 610 Introduction to Textual Analysis
Härter 8-9 a.m.
The goals of this course are to provide the skills and knowledge required for the analysis of literary texts of various genres as well as to introduce methods of interpretation and to discuss general concepts and conditions of literary writing and reading. (1 Unit)
Required texts: Büchner, *Woyzeck* (Reclam);

Dürrenmatt, *Der Besuch der alten Dame* (Diogenes); von Eichendorff, *Aus dem Leben* eines Taugenichts (Reclam); Keller, *Romeo und Julia auf dem Dorfe* (Reclam); Schiller, *Maria Stuart* (Reclam); Süskind, *Die Taube,* (Diogenes).
Recommended text: Brackert/Stückrath, *Literaturwissenschaft. Ein Grundkurs* (Rowohlt).

GN 656 Love and Marriage in Theodor Fontane's Novels, *Irrungen Wirrungen* and *Schach von Wuthenow* (Seminar)
Dusing 11 a.m.-noon
The course will analyze how the novels reflect the tensions and contradictions of 19th century society and explore why Fontane has become the most widely read German author in Germany in the second half of the 20th century. (1 Unit)
Required texts: Fontane, *Irrungen Wirrungen* (Reclam); Fontane, *Schach von Wuthenow* (Reclam).

GN 676 19th Century Narratives (Seminar)
Hartmann 11 a.m.-noon
The course will focus on the changes in narrative style from the *Romantik* to *Naturalismus*. The historical, philosophical, and aesthetical reasons for these changes will be analyzed and their effect on the contents and forms of narration explored. (1 Unit)
Required texts: Brentano, *Geschichte vom braven Kasperl und dem schönen Annerl* (Reclam UB 411, *Erläuterungen* 8186); Droste Hülshoff, *Die Judenbuche* (Reclam UB1858, *Erläuterungen* 8145); Keller, *Romeo und Julia auf dem Dorfe* (Reclam UB 6172, *Erläuterungen* 8114); Storm, *Immensee* (Reclam UB 6007, *Erläuterungen* 8166); Hauptmann, *Bahnwärter Thiel* (Reclam UB 6617, *Erläuterungen* 8125).

GN 677 German Poetry from 1770 to 1900 (Seminar) Härter 10-11 a.m.
The course will provide students with knowledge of German poetry of the major literary movements of the time as well as a deeper understanding of poetry and poetic language in general. Close readings of poems will focus on poetic imagery and metrics and refine interpretative skills. (1 Unit)

Required text: *Deutsche Lyrik. Eine Anthologie. Ed. by Hanspeter Brode* (Suhrkamp tb. 1607).
Recommended text: Hans-Dieter Gelfert, *Wie interpretiert man ein Gedicht?* (Reclam).

Three-Week Workshops

Qualified students enrolled in the six-week graduate program are eligible to take one or more three-week courses as part of their normal course load of three units (nine semester hours) of credit for the summer. For course descriptions and texts, see the six-week graduate section.

GN 619 Applied Linguistics for the Teaching of German
(1 Unit)

GN 697 Translation Workshop: Literary Translation
(1 Unit)

GN 651 The Federal Republic of Germany in the 90s: Political System and Foreign Policy
(1 Unit)

GN 800 Independent Study
Staff
By permission only. (1 Unit)

DM 901 Research Paper
Staff
DML applicants only. (1 Unit)

The School in Germany

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. A resident director of studies appointed from the Middlebury College faculty administer the school. The school address is: D-55116 Mainz, Rheinstraße 42, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior year program may choose a semester or a full year of study. The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the school office as soon as possible. Private rooms and apartments are at an absolute premium in Mainz; thus, students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the end of September and the beginning of classes is a required orientation period. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning and middle of April is a required orientation period for new arrivals who will be spending only the *Sommersemester* at the university. Prior to each semester, the Director

of Studies meets with students to guide them in their choice of courses.

Graduate Program

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13* (*Deutsche Philologie, Vergleichende Literaturwissenschaft, Volkskunde* and *Theaterwissenschaft*) at the Johannes Gutenberg-Universität. With the permission of the director of studies, courses may be taken in related areas such as philosophy, history, political science, economics, or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. Students submit a copy of each paper to the director of studies for inclusion in a Middlebury portfolio. The director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a partial scholarship to a Middlebury College graduate student who is an American citizen.

Junior Year Program

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Wintersemester*, the *Sommersemester* or the entire academic year. Juniors enroll in four courses for credit, and normally will write three papers and take one exam per semester.

The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Typically, the bulk of the students' work will be in the *Deutsches Institut*, but students majoring in departments other than German may take courses in an area other than language and literature. All courses are chosen in consultation with the director of studies, whose decision is final. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

Course Offerings

The following list is representative of the courses offered in recent years. Some may not be offered every year.

Lecture courses:
Contemporary German Drama
Superstitions
History of Eastern Europe
Economy and Society
German Family Names

Proseminars:
19th Century Novella
Detective Stories
Fairy Tales
Youth Culture in the 20th Century
Cultural History of the German Empire
Nietzsche and Art
Introduction to Comparative Literary Studies

Advanced Seminars:
Schiller's Dramas
Literature and Film
Tristan and Isolde
Brecht's Theater
Anna Segher's Novels
Teaching Landeskunde

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~msa

The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

office copy

THE SCHOOL IN GERMANY

1999–00

The Schools Abroad

MIDDLEBURY COLLEGE

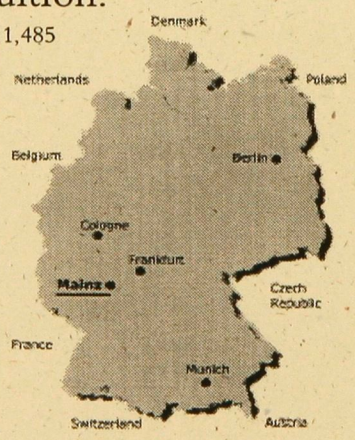
The School in Germany

OFFICE OF OFF-CAMPUS STUDY
SUNDERLAND LANGUAGE CENTER
MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/msa

MIDDLEBURY COLLEGE
Rheinstraße 42
D-55116 Mainz
GERMANY
Tel: 011-49-6131 22 10 40 (from U.S.)
(06131) 22 10 40 (from within Germany)

1999-00 Tuition:

Academic Year: $11,485
Semester: $6,000



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The School in Germany

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes-Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. A resident director of studies, appointed from the Middlebury College faculty, administers the school. Undergraduate participants in the program are fully enfranchised students at the Johannes-Gutenberg-Universität. They take all their courses with German students at the university with the exception of one language course. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior year program may choose a semester or a full year of study.

GRADUATE PROGRAM: The School in Germany also offers a year-long program in Mainz for graduate students working on a Master of Arts in German Language at the Middlebury College German School. Students must have completed one summer at the German School in Middlebury before they are eligible for the program in Mainz. For additional information on the M.A. program, please contact the Middlebury College Language Schools at (802) 443-5510 or at languages@middlebury.edu or see http://www.middlebury.edu/~ls.

Middlebury Language Pledge

To take full advantage of their stay abroad, students are expected to maintain the Middlebury language pledge and speak only German while in Mainz. We expect no English to be used, except for emergency consultations with the Director.

Credit

Grades and credits are awarded by the Director of the program based on the recommendation of the instructors of the School in Germany. Middlebury College students receive five units of credit for the fall semester, four units for the spring semester, and nine units for the academic year. Students who transfer their credits to other institutions typically receive 16 credit hours or 20-25 quarter units for four courses per semester. The awarding of transfer credit is the

responsibility of the student's home institution.

Grade reports for semester students will be mailed to their permanent mailing addresses, after the semester ends. Full year students will be given grade reports for the fall semester by the Director, and grades for the spring term will be mailed to their permanent mailing addresses during the summer.

Grades are automatically recorded on each student's Middlebury College transcript. Other institutions will NOT automatically be notified of grades earned abroad. Students who wish to have copies of their official transcripts sent to their home institutions must submit Transcript Request Forms (available in the School in Germany office) to: Director of Academic Records, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Although all courses in the program have a GN (German) designation, their subject matter may be from another area (political science, history, etc.) Students must consult their advisers or appropriate department(s) if they wish to have such courses counted toward a non-language requirement. Final selection of all courses is made in consultation with the Director of Studies.

Calendar

The period between the end of September and the beginning of classes is a required orientation period during which time students are introduced to the university campus and city. In addition, they are instructed on the German methods of researching and writing papers and doing oral reports for courses. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning and the middle of April is a required orientation period for new arrivals who will be spending only the Sommersemester at the university. Prior to each semester, the Director of Studies meets with students to guide them in their choice of courses.

Financial Aid

The Middlebury College School in Germany offers financial assistance to Middlebury College undergraduates. Undergraduates from other institutions are encouraged to contact their home financial aid and/or

study abroad offices to ascertain whether they are eligible to receive federal, state, or institutional aid to attend the School in Germany.

Enrollment

Upon acceptance, all students must pay a $300 non-refundable enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the School in Germany. In case of cancellation or withdrawal, reimbursement of any subsequent tuition payments will be subject to the *School in Germany Handbook* mailed to the enrolled students in the spring.

Application and Admission

Application materials for the 1999-00 academic year abroad are available from:

The School in Germany
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/msa

To be eligible to enroll in the School in Germany, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury students normally meet this requirement during a preliminary summer on the Vermont campus.

Middlebury welcomes applications from undergraduates enrolled at other colleges and universities. For Middlebury College students the deadline for application to the undergraduate program is February 1 for the fall semester, spring semester, and the full year. For non-Middlebury students the application deadline is March 1 for the fall semester or full year, and October 15 for the spring semester.

Administration and Faculty

Administration

MICHAEL GEISLER. Director of the School in Germany. Staatsexamen (M.A. Equivalency), Universität Mannheim, 1976, Ph.D. University of Pittsburgh, 1982. Michael Geisler has been chair of

the German Department at Middlebury College since 1992. His teaching and research interests include German language on all levels, German Studies, mass media, and studies in humanities and technology. He has published a book on literary journalism in Germany and a number of articles on topics relating to all of the areas mentioned above. Recent work includes an article on the depiction of Germans on U.S. television and a survey of German media theory. He is currently co-editing a special issue of *New German Critique* on contemporary German media and finishing a book on the history of television in Germany.

Faculty

PETER CLAUS HARTMANN. Dr. phil, Dr. U(h.), Universität Paris, *Allgemeine und Neuere Geschichte*

DIETER KAFITZ. Dr. phil (beurlaubt), *Nuere deutsche Literaturgeschichte*

WOLFGANG MERKEL. Dr. phil., *Politikwissenschaft*

NORBERT MULLER. Dr. phil., Akad. Direktor, Duetsches Institut

CHRISTINA NEIM. Dr. phil., Wiss. Ang., Institut für Allgemeine und Vergleichende Literaturwissenschaft

IAN M. PISKORSKI. Prof., Dr. Polonikum

THOMAS SCHNEIDER. M.A., *Deutsche Volkskunde*

HERBERT SCHWEDT. Dr. phil., *Deutsche Philologie*

JORG ZIMMERMAN. Dr., *Kunsttheorie*

Program Overview

Academic Program

Juniors may enroll for the *Wintersemester*, the *Sommersemester*, or the entire academic year. Middlebury College considers a semester/academic year abroad equivalent to a semester/academic year in the U.S. Juniors enroll in four courses for credit each semester. Papers and/or examinations are required for all courses. Undergraduates will normally write three papers and take one exam per semester. The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities. Typically, the bulk of the students' work will be in the *Deutsches Institut*, but students majoring in departments other than German may take courses in an area other than language and literature.

Students should keep in mind that, while they are free to select classes from virtually the entire undergraduate curriculum at Johannes-Gutenberg Universität, German credit will be awarded only for those classes whose subject matter is directly related to German Studies, i.e. German literature, culture (including "Volkskunde"), history, politics, or the arts. If in doubt, students should consult with the Director. While other academic departments at Middlebury have, in the past, frequently awarded Middlebury credit for classes taken in their area, students must consult their adviser(s) or appropriate department(s) if they wish to have such courses counted toward a non-language requirement before leaving the Middlebury campus. Final selection of all courses is made in consultation with the director of studies.

Housing

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students will be asked to complete a housing form after acceptance into the program. Private rooms and apartments are at an absolute premium in Mainz; thus, students who choose to find their own living quarters should plan to arrive in Germany in early September.

Excursions

Students are encouraged to take advantage of excursions organized by the Director of the School in Germany. Some examples of recent excursions include:

- walking tour of Mainz
- 5-bridge walk over the Rhine and the Main
- guided tour of the open-air museum of Bad
- Sobernheim on the Nahe River
- cruise down the Rhine River including visits to
- castle ruins
- wine-tasting in nearby wine regions
- theater performances
- visits to museums
- visit to the medieval monastery/cloisters Kloster
- Eberbach in the Rheingau

There are also two organizations at Mainz University, through the Geography Department and the International Office, which offer special excursions throughout the year. Middlebury will cover the cost of these excursions.

Students are also encouraged to get involved in independent extra-curricular activities. In past years, students have participated in volleyball, various musical activities including choir, horseriding, and an improvisational dance group.

Course Listings

The following list is representative of some of the courses offered in recent years. It is possible that some of them may not be offered each year.

GN 405 German Family Names

Professor Dr. Kunzle

Lecture course. Investigation of the linguistic history and related development of German family names from Middle High German to the present.

GN 410 Contemporary German Drama

Professor Dr. Dieter Kafitz

Lecture course. Plays studied include those of Botho Strauss, Heiner Müller and other representatives of both West and East German theater of recent years.

GN 422 Detective Stories

Dr. Norbert Müller

Proseminar. Detective stories of the second half of this century are read and analyzed in detail. They include

texts by Friedrich Dürrenmatt, Heinrich Böll and Peter Weiss.

GN 433 19th Century Novella

Dr. Norbert Müller

Proseminar. Novellas representing this particular German literary genre are read and analyzed. They include text by J.W. v. Goethe, Heinrich v. Kleist, Franz Grillparzer, Theodor Storm and others.

GN 470 Superstitions

Prof. Dr. Herbert Schwedt

Lecture course. Analyzes the genesis and role of superstitions in German popular belief and their impact on contemporary views and reactions.

GN 471 Fairy Tales

Dr. Christina Neim

Proseminar. German fairy tales are read and analyzed both as documents of intellectual history and as part of a literary tradition.

GN 472 Youth Culture in the 20th Century

Thomas Schneider, M.A.

Proseminar. Recent developments of this segment of modern society are discussed and analyzed as the current scene involving young people keeps changing. Special emphasis on pop music and the entertainment scene.

GN 477 Nietzsche and Art

Prof. Dr. Jorg Zimmermann

Proseminar. The seminal influence of the philosopher Friedrich Nietzsche on art, both in theory and practice, and especially on modern art, is analyzed and discussed.

GN 486 History of Eastern Europe

Professor Dr. Ian Piskorski

Lecture course. Offered in cooperation with the Polonicum. Emphasis of the investigation is the history of Eastern Europe of the past fifty years and relations with Germany during the period.

GN 493 Cultural History of the German Empire
Prof. Dr. Claus Hartmann
Proseminar. A close investigation of the Habsburg years of the German Empire in the 17th and 18th centuries with special emphasis on the cultural heritage.

GN 496 Economy and Society

Prof. Dr. Wolfgang Merkel
Lecture course. The interaction of modern economy and society in the 20th century is discussed and analyzed with special emphasis on post–Marxism and recent sociological research.

Students have also enrolled in coursework in linguistics, sociology, political science, music history, and film.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Based on the belief that language competency is essential to true cultural understanding, the Middlebury College Language Schools were founded in 1915 to offer an intensive and rigorous approach to language learning and cultural appreciation. Every summer the college is transformed into an international campus where adult students of all ages take "the Language Pledge" — a formal commitment to speak only their language of study for a six-, seven-, or nine-week session. The pledge enables students to focus their energies on the acquisition of language skills, to internalize patterns of communication, and to gain cultural perspective associated with the target language.

There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish, and courses range from beginning to advanced to graduate study. Middlebury offers an M.A. in five of the languages and a Doctor of Modern Languages for teacher-scholars proficient in two foreign languages. For more information, please contact the Language Schools at (802) 443-5510 or at languages@middlebury.edu, or see http://www.middlebury.edu/~ls.

MIDDLEBURY COLLEGE SCHOOLS ABROAD

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D. Phil., Oxford University

DAVID A.J. MACEY
Director of Off-Campus Study
Ph.D., Columbia University

Middlebury College has endorsed the Guidelines for Responsible Study Abroad: Health and Safety, established by the Inter-Organization Task Force on Safety and Responsibility in Study Abroad.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

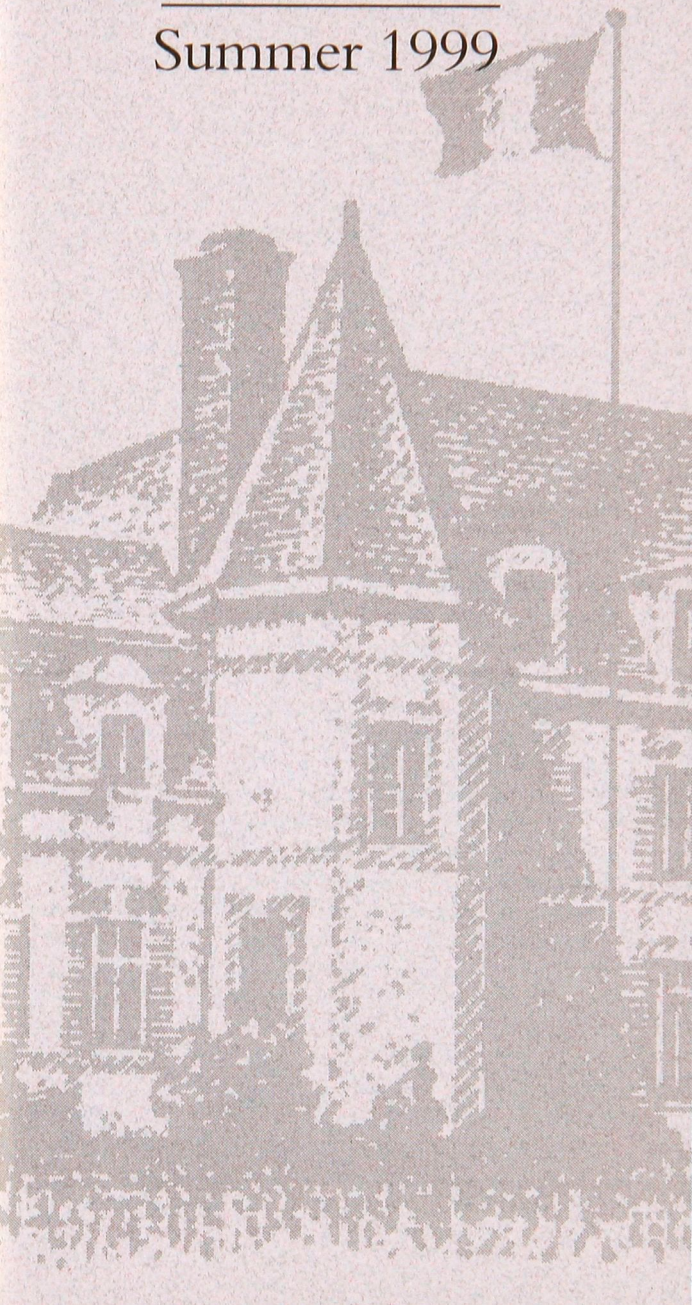
The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

MIDDLEBURY COLLEGE

Ecole française

Summer 1999



Welcome to the French School!

"Middlebury excellence with a French touch"

Quality of experience in language learning is the reason why l'École française, now in its 83rd year, is chosen as uniquely rewarding. I invite you to take a look at this program. It illustrates our best efforts to create the right linguistic environment to meet your demands, whether in the seven-week intensive language program or the six-week graduate program. Our total immersion programs, well known throughout the world for the quality of their courses, combine rich tradition with the value of innovation in a changing environment of language learning. Perhaps this year too, you or someone you know—a friend, fellow-student, or colleague—will find it irresistible.

Jean-Claude Redonnet
Director

Intensive Language Program
(seven-week session)
JUNE 25-AUGUST 13, 1999

Students registered in the intensive language program are enrolled in one of four levels according to their proficiency as determined by placement tests administered at the beginning of the session. Their daily schedule normally includes three or four hours of instruction, as well as some individual work and participation in course-related seminars and activities. The course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101-499 begin on Monday, June 28th at 8:00 a.m.

Level One: Beginners 1 and 2
(101-102-103 and 201-202-203)
The purpose of this program is to develop to the largest possible extent a communicative competency in the French language, both orally and in writing. The cultural and content foundations of the course reflect issues and realities in the entire French-Speaking world. Our main text, *Deux Mondes*, is complemented by a French beginners' dictionary and a variety of authentic materials as well as video and on-line resources. One hour daily is spent in a multi-media lab. (Three units)

Level Two: Intermediate 1
The three Level 2 courses (211-212-213) make up an integrated program which combine:
• An introduction to basic French sentence structures, with strategies for the development of oral and written expression acquired through regular and progressive practice.
• An overview of various cultural aspects of French-speaking communities worldwide, through readings and recordings, with applications to writing activities.
• The development of oral competence and listening comprehension, as well as socio-cultural communicative proficiency.

Level Three: Intermediate 2
Students at Level 3 take four daily courses which:
• develop aural/oral proficiency through video and audio-based media with some class time devoted to the reinforcement of grammatical structures (302)
• review selected grammatical structures, closely coordinated with topics and activities from other 300-level courses in an effort to reinforce and enhance the total learning experience. (303)
• develop more sophisticated written expression beyond lexical, grammatical, and stylistic hurdles, with contemporary French society as a thematic backdrop. (311)
• experiment with creative production both orally and in writing, in conjunction with a discovery of non-linguistic aspects of French culture (art, advertising, scents and tastes). (312-314)

Level Four: Advanced
This level has a three-tiered structure:
1) All students must take a course in advanced grammar and composition which focuses on writing strategies applicable to specific types of discourse (esp. informative and deliberative).
2) Students choose one of three optional courses:
• *Du corps au langage* (Language through the body): through exercises involving body language and work on the stage, students practice breathing, speaking, and improvising to vocalize emotions. Their work leads to two stage productions.
• *La France, L'Europe et le monde*: Issues in contemporary French society as they relate to the European context and the globalization of economic and cultural exchanges.

• *Du texte à l'image, littératures et cinémas de la francophonie* (A global approach to Francophone literature and cinema): a sociological study of French-speaking people outside of France through novels and their screen adaptations.

3) Students choose one elective among a list that may include:

• *Le français et la musique: langues sœurs* (Music and French as sister languages): students discover French-speaking peoples through the instrumental and vocal music of France and the French-speaking world, rich in linguistic and cultural content, through listening to music from vocal and instrumental pieces, from madrigal to rap.

• *Savoir être! Mœurs et savoir vivre en France* (Historical and sociological approaches to social interaction): this course explores social interaction in a French context, presenting historical and social backgrounds to contemporary situations where speaking French is not enough to communicate, and mastering savoir-faire and etiquette is also essential.

• *Corps, espace, réalité, du Réalisme à l'Impressionnisme en France au XIXème siècle* (Art and civilization): this course follows a carefully designed, historical progression from the study of Pictorial Realism and the beginnings of photography to the analysis of Impressionism and of the Japanese influence. Activities will include selected workshops with painter-in-residence and visits to museums.

Some recent faculty:

Jeanne **Bovet** ,Instructor, Université de Montréal
Michael **Cassu**, Instructor, Westfield High School, N.J.
Corrine **Fertein**, Instructor, Reims
Alain **Hontanx**, Instructor, Collège Edgar-Quinet, Marseille
Josette **Hontanx**, Instructor, Université Aix-Marseille I
Daniele **Issa-Sayegh**, Instructor, Université de Toronto
Rachel **Lauthelier,** Instructor, Université de Montréal
Frédéric **Limare**, Instructor, Université des Antilles et de la Guyane
Raphaelle **Nicolas**, Actress and Instructor, Amiens
Charles **Nunley**, Associate Professor, Middlebury College
Thierry **Peltreau**, Instructor, Institut Catholique de Lyon
James **Strancel**, Instructor, Westwood High School, Mass.
Christine **Valéro**, Instructor, Middlebury College School in France
Bonnie **Wooley**, Choir Director and Instructor, Paris

Graduate Program
(six-week session)
JUNE 28-AUGUST 13, 1999

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent coursework in French. The normal course of graduate study during a summer session is three units. The initial application process includes the submission of a writing sample in French which will allow a preliminary assessment of the applicant's writing ability.

Courses numbered 501-799 begin on Wednesday, June 30th at 8:00 a.m. **All first-year graduate students are required to arrive Monday, June 28, as essential orientation and placement events are scheduled prior to the beginning of classes.**

Requirements for the M.A in French

The French School at Middlebury College is well known throughout the world for the extremely high quality of its programs and the excellence of its graduates. The Master of Arts in French is a rigorous and demanding program of study which allows students to attain a high level of proficiency in all aspects of the language.

Students may fulfill the degree requirements by selecting three classes per session over a four-summer period on the Vermont campus, or by spending one summer on the Vermont campus, where they complete three courses, prior to completing nine units during the academic year in Paris.

All French School students must take a comprehensive exam in French upon arrival to ensure proper placement. In addition, students will be interviewed in French for diagnostic and, if necessary, remedial purposes. At the end of the six-week session, students will take a similar exam designed to evaluate progress made during the session. Evaluation is based on nationally and internationally recognized criteria.

The M.A is earned upon the successful completion of 12 units distributed as follows.

I. For those students choosing to earn their degree on the Middlebury campus:
• three units of language courses
• three units of civilization courses
• three units of literature courses
• three units of the student's choosing.

A maximum of three units may be transferred from other institutions provided that course content and delivery are appropriate to French School norms and standards.

II. For those students choosing to earn their degree in Paris after one summer on the Middlebury campus:
• language proficency, level FR 611 (see Middlebury School in France catalogue)
• two units in literature
• two units in civilization
• mémoire de maîtrise (worth two units).

Course offerings

The French School curriculum at the M.A. level includes offerings in language, civilization, culture, literature and teaching methodologies. The candidate who completes the twelve units of course work as outlined above will have attained a level of content and expertise that better qualifies him or her to teach French, to continue his or her studies at the doctoral level, or for any profession that requires fluency in French.

Language courses cover a wide range of topics such as language and communication; applied stylistics and periphrastic grammar; advanced oral production and corrective phonetics; semantics and semiology; comparative (French-English) stylistics; language and theater; and writing courses.

The teaching of French and French-speaking civilizations and cultures is inherent to the immersion program. For an intensive six-week period, students interact formally and informally with members from the many French-speaking communities, in and out of the classroom. We offer courses in: French history, including the history of groups, institutions and attitudes; linguistic and cultural history; courses with a professional theme (business, international relations); art and esthetics.

Beyond the broad literature survey courses and the more specialized offerings, the student not only leaves the program with a solid grounding in the major literary themes and cultures of the French speaking communities, but is also introduced to critical trends and theories of the second half of the 20th century, as well as the analysis of literary texts.

In addition to covering the theories and practices surrounding the teaching of French as a second language, methods courses afford future instructors of French the opportunity to correct any remaining deficiencies in their own spoken language. Course offerings also cover current issues relevant to teachers in the classroom, such as immersion or teaching with multimedia.

Some representative courses:

• *Linguistique française, sémantique, ambiguités, interprétations* (Theories and Meaning in French Linguistics)
• *D'une langue à l'autre, d'une culture à l'autre* (Advanced French-English Translation)
• *Pratique et plaisir du texte* (Textual analysis)
• *Voix de femmes, les grands écrivains-femmes en France du Moyen-âge à nos jours* (French Women Writers)
• *La Francophonie, histoire d'une langue et géopolitique* (The French-Speaking World)
• *De la Négritude à la Créolité* (from Négritude to Créolité)
• *Ce que nous dit la caméra, ou: La société française vue par le jeune cinéma d'aujourd'hui* (Contemporary French Society through the Camera Lens)
• *Enseigner le français aux débutants aux États-Unis* (Teaching Beginners' French)

Some recent faculty and guest lecturers:

Dominique **Agostini**, Maître de Conférences, Université de Paris-Créteil
Barry J. **Ancelet**, Professor, University of Southwestern Louisiana, Lafayette.
Jean **Bernabé**, Professeur et Doyen de la Faculté des Lettres de l'Université des Antilles et de la Guyane, Martinique
Rachid **Boudjedra**, écrivain, Alger
Jean-Rémy **Bure**, Professeur associé, École de la Chambre de Commerce et d'Industrie de Paris
Gilberte **Furstenberg**, Senior Lecturer, MIT
Pierre **Haillet**, Maître de Conférences, Université de Cergy-Pontoise
Pierre **Hébert**, Professeur, Université de Sherbrooke (Québec)
Bernard **Masson**, Professeur émérite des universités, Paris X-Nanterre
Pierre-François **Mourier**, Directeur du département des Sciences Humaines de l'Ecole Supérieure du paysage (Versailles)
Jacques **Pécheur**, Rédacteur en chef de la revue *Le Français dans le monde*, Paris
Jean-Michel **Raynaud**, Professeur, Université du Littoral et de la Côte d'Opale, Dunkerque
Denis **Rivière**, Artiste peintre, Paris
Charles **Sala**, Professeur en Histoire de l'art, Université de Paris X-Nanterre

École française

MIDDLEBURY COLLEGE

Middlebury, VT 05753-6131
U.S.A.
voice: (802) 443-5526 fax: (802) 443-2075
languages@middlebury.edu
http://www.middlebury.edu/~ls/Ecole_francaise

Intensive Language Program
seven-week session
June 25-August 13, 1999
Tuition $2,860
Room $1,160
Board $465
TOTAL $4,485

Graduate Program
six-week session
June 28-August 13, 1999
Tuition $2,860
Board $1,075
Room $425
TOTAL $4,360

Jean-Claude **Redonnet**
Director
Professeur, Université de Paris IV-Sorbonne

•

Guy **Spielmann**
Asssociate Director
Assistant Professor of French,
Georgetown University

•

Beverly **Keim**
Coordinator
Middlebury College

•

Mary L. **Radnofsky**
Communications Consultant
Director, The Socrates Institute

THE FRENCH SCHOOL

Summer 1999
Academic Year 1999-2000

The Language Schools

MIDDLEBURY COLLEGE

The French School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
802/443-5510
FAX: 802/443-2075
languages@middlebury.edu
http://www.middlebury.edu/~ls

Summer 1999

Seven-Week Session
June 25 - August 13
Total: $4,485
(Tuition $2,860; Board $1,160; Room $465)

Six-Week Graduate Session
June 28 - August 13
Total: $4,360
(Tuition $2,860; Board $1,075; Room $425)

The School in France

Graduate and Undergraduate Programs
Graduate year tuition: $11,315
Undergraduate year tuition: $11,485
Undergraduate semester tuition: $6,000

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Welcome to the French School

"Middlebury excellence with a French touch"

Message de bienvenue du Directeur de l'École française

Quality of experience in language learning is the reason why studying at l'École française, now in its 83rd year, is uniquely rewarding. I invite you to take a look at this program; it illustrates our best efforts to create the right linguistic environment to meet your demands, whether in the seven-week intensive language program or the six-week graduate program. Our total immersion programs, well known throughout the world, combine rich tradition with the value of innovation in a changing environment of language learning.

L'École française a toujours réussi dans la mission que ses créateurs s'étaient fixée: répondre à vos besoins tout en donnant corps à son ambition de représenter et d'exprimer l'excellence en matière d'apprentissage et d'enseignement du français. Je souhaite que vous trouviez dans le programme de la session 1999 dont suit une description, les cours et les activités qui correspondent le mieux à vos attentes et qui sont l'expression de notre engagement. A très bientôt le plaisir de vous revoir ou de vous accueillir pour votre premier été à l'École française.

Jean-Claude Redonnet
Directeur

French At Middlebury

The French School offers its students a variety of programs during the summer, including intensive language training from beginning to advanced levels, and graduate programs leading towards the M.A. or D.M.L. degree. The School in France has programs designed for undergraduates wishing to spend an academic term in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

Graduate Degrees

Master of Arts
Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education and possess a firm command of spoken and written French. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees. The GRE (Graduate Record Examination) is not required for admission.

To receive the Master's degree in French, students must earn a total of twelve course units. Students are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn the remaining nine units either during a series of summers on the Vermont campus or during an academic year in Paris. The program provides a broad base in language, literature and civilization. It is designed as a self-contained entity, rather than as the first stage of a doctoral program.

A normal load is three units per summer. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration.

Doctor of Modern Languages
The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program as well

as a graduate-level command of the second language before making application. Degree requirements include: a qualifying paper; eight upper-level graduate courses in French; three graduate courses in a second language (German, Italian, Russian, or Spanish); a comprehensive examination in French; residency abroad; proof of successful language teaching experience; a dissertation and its oral defense.

For further information, please contact the Office of the Dean of Languages and International Studies at Sunderland Language Center, Middlebury College, Middlebury, VT 05753 (802) 443-5508.

Credit

Credit is defined in terms of *units*. One unit equals three semester hours.

Undergraduate courses in the seven-week session (levels 100-400) award three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits earned toward a degree expire after ten years. The validity of a degree, which certifies a level of achievement, does not expire. The Middlebury College Language Schools do not calculate grade-point average or class rank.

Transfer Credit

After formal admission to a graduate degree program, candidates for the M.A. or D.M.L. degree may request permission from the Director of Academic Records to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury (three units). Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

To obtain approval for transfer of credit,

students must submit evidence that the courses they wish to transfer earn graduate credit towards an advanced degree at an accredited college or university. The courses must have been taught in French in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the director of the French School. Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $1,080 (tuition $640; room and board $440).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions materials published by the Language Schools each year.

Enrollment

Upon acceptance, all students must pay a $200 non-refundable enrollment deposit to be applied to the tuition charges.

All students, during the summer and abroad, must pay full tuition even if they carry less than the full load of courses. Permission to register for a fourth unit of credit during the summer session

must be requested, in writing, from the coordinator of the French School before the beginning of the session. The extra course fee for the six week session is $985.

Application and Admission

Application materials for the 2000 summer session and the 1999-2000 academic year abroad will be available in the fall of 1999 from:

The French School
Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802-443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls/Ecole_francaise

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College. Students must be high school graduates.

Direction et Administration

Directeur: Jean-Claude REDONNET

Directeur adjoint: Guy SPIELMANN

Coordinatrice: Beverly KEIM
B.Sc. (Business administration) University of Illinois; Diplôme d'études françaises (CIEF Dijon). Diplôme Supérieur de français des affaires (CCI Paris/University of Illinois). Grosses deutsches Sprachdiplom (Goethe Institut-Frankfurt am Main).

Conseiller (Communication): Mary L. RADNOFSKY
Directrice de l'Institut Socrate, Alexandria, VA, centre de réflexion et de formation continue en pédagogie. Doctorat en sciences de l'éducation, Vanderbilt University; Maîtrise et Licence ès-lettres, Université de Provence; B.A., Université de Houston. Spécialiste en cursus interdisciplinaire et en recherche ethnographique. A publié dans *Qualitative Inquiry, International Journal of Educational Reform, Elementary School Journal*, prépare un ouvrage sur la modélisation dans les sciences humaines.

Assistants bilingues:

Dov BRACHFELD, Harvard Business School

Claire RIFELJ, Princeton University

Assistants stagiaires:

Judit PATAKI, Institut d'Études Politiques de Paris

Nathalie EVRAT, Institut d'Études Politiques de Paris

Enseignement, Recherche, Activités

Dominique AGOSTINI
Ancien élève de l'École Normale Supérieure de Saint-Cloud. Agrégé de Sciences Sociales et Docteur de 3ème cycle. Maître de Conférences à l'Institut Universitaire de Technologie et à l'Institut Universitaire Professionnel de l'Université de Paris-Créteil. Intervenant à Hautes Études Commerciales. Co-auteur du *Miroir des Princes*, Seuil, 1994.

Eugénie ARANDA
Agrégée de l'université. Docteur de 3ème cycle (Toulouse II). Maître de Conférences à l'Université Michel de Montaigne (Bordeaux III). Enseigne en maîtrise FLE (approche anthropologique de la France et des pays francophones) Expert auprès de l'Union européenne: évaluation de programmes linguistiques et coordination de programmes Lingua. Expert en civilisation française (programme Phare). Directeur de programmes de formation de professeurs FLE (Bordeaux III). Co-rédactrice de *Towards Intercultural Language Teacher Education*, Nijmegen, HAN Press, 1998.

Jean BERNABE
Agrégé de grammaire. Docteur d'État ès-Lettres. Professeur des Universités en Langues et Cultures Régionales (Créole) à l'Université des Antilles et de la Guyane. Doyen de la

Faculté des Lettres. Fondateur (et coordinateur) du Groupe d'Études et de Recherches en Espace Créolophone, du Mouvement international Bannzil Kréol, de l'Institut Supérieur des Études Francophones. Auteur de *Fondal-Natal, grammaire basilectale approchée des créoles guadeloupéens et martiniquais* (1989), et en collaboration avec Patrick Chamoiseau et Raphaël Confiant d' *Éloge de la Créolité* (1989).

Rachid BOUDJEDRA
Agrégé de philosophie. Se consacre à la littérature et au cinéma depuis 1972. A écrit une dizaine de scénarios (Algérie, France, Maroc, Belgique) dont *Chroniques des Années de Braise*, Palme d'Or, Cannes, 1975. Membre fondateur et secrétaire général de la Ligue algérienne des droits de l'homme (1987-1990). Membre fondateur du Comité algérien contre la torture en Algérie (1988). Condamné à mort par les intégristes islamistes en 1983, à la parution de la traduction en arabe de son roman *L'insolation* (1972). Plus de vingt ouvrages traduits dans dix-huit pays de *La répudiation* (1969) à *La vie à l'endroit* (1997)

Jeanne BOVET
Née a Lausanne (Suisse), vit à Montréal (Canada). Titulaire d'une maîtrise en théâtre québécois (Université Laval, Québec). Prépare un doctorat sur la dclamation dans le théâtre classique français a l'Université de Montréal. A enseigné le français et la littérature française et québécoise à l'Université Laval, et enseigne actuellement la littérature francaise au Campus du Fort Saint-Jean et l'histoire du théâtre à l'Université de Montréal. Possède aussi une formation en chant classique; se produit régulièrement avec des ensembles de musique baroque et classique.

Jean-Rémy BURE
Diplômé de l'École Nationale des Langues Orientales de Paris. Maîtrise lettres modernes (Paris III). Professeur-associé à l'École de Commerce de la Chambre de Commerce et d'Industrie de Paris (français des affaires, environnement culturel de l'entreprise et mentalités asiatiques liées aux affaires). A enseigné à la Singapore University et à la Chinese University of Hong Kong. Traducteur de poésie chinoise. Auteur de *Hong-Kong*, (Seuil).

Corinne FERTEIN
Licence et Maîtrise (anglais). Licence (Droit). Ancien professeur d'immersion à l'Université Sainte-Anne (Nouvelle-Ecosse, Canada). Professeur d'école professionnelle (pré et post-baccalauréat), Reims.

Philippe FRANCE
Agrégé (Anglais) et Diplôme d'Études Approfondies (Paris III). Ancien professeur de français à l'Université Sainte-Anne (Nouvelle-Écosse, Canada). Professeur de langue au Département d'Études Politiques et Juridiques de l'Université de Paris I - Panthéon-Sorbonne et à l'Institut d'Études Politiques de Paris.

Gilberte FURSTENBERG
Agrégée de l'université, Senior Lecturer in French au Département de Langues et Littératures étrangères du Massachusetts Institute of Technology. A conçu et dirigé des applications multimédia pour l'apprentissage du français

dont *À la Rencontre de Philippe* (Yale U. P.), fiction interactive qui a remporté plusieurs prix nationaux et internationaux *Dans un Quartier de Paris*, CD-Rom interactif sur la découverte d'un quartier de Paris, à paraître en juin 1999 (Yale U. P.). A donné des conférences et des ateliers sur le multimédia dans plusieurs universités américaines et étrangères, dont un atelier en 1996 dans le cadre du Conseil de l'Europe, à Graz, Autriche. Dirige un nouveau projet financé par le National Endownment for the Humanities pour le développement de la compréhension interculturelle pour CD-ROM et Web.

Michel GABRIELLI
Département de français, Middlebury College, Théâtre.

Michel GUELDRY
Doctorat de l'Université de Toulouse I (thèse sur Charles de Gaulle à travers *Le Monde* et *The New York Times*). Associate professor et directeur du département de français au Montery Institute of International Studies (http://www.miis.edu). A enseigné à University of Memphis, Rhodes College, Memphis, TN. Research fellow à University of Oregon, Eugene. A publié dans *The French Review, Contemporary French Civilization, French Politics and Society*. Travaille actuellement à un manuscrit sur l'impact de l'intégration européenne sur la France.

Pierre HAILLET
Maître de Conférences en linguistique générale à l'Université de Cergy-Pontoise. Doctorat en Sciences du Langage (finaliste du prix Pierre Larousse). Maîtrise de linguistique française (Paris III-Sorbonne Nouvelle); Licence Sciences du Langage et Licence ès-lettres. Bourse d'études doctorales Connaught (Toronto, Canada). Outstanding Teaching Award, Toronto, 1994. Recherche et publications en linguistique française, *Le conditionnel dans le discours journalistique: essai de linguistique descriptive* (1995).

Pierre HEBERT
Professeur titulaire à l'Université de Sherbrooke depuis 1990. Professeur à l'Université de Victoria (Colombie britannique) puis à l'Université de Toronto. Spécialiste de littérature québécoise, roman, censure et édition littéraire. Théorie littéraire, narratologie. Membre du groupe de recherche sur l'édition littéraire au Québec. Directeur de la revue *Présence francophone*. A publié de nombreux articles et signe plusieurs chroniques dans *Voix et Image*, *Lettres québécoises* et *University of Toronto Quarterly*. A publié une dizaine de livres, dont *Lionel Groulx et l'Appel de la race* (Fides, 1996), *Censure et littérature au Québec - Le livre crucifié (1625-1919)* (Fides, 1997), et *Jacques Poulin. La création d'un espace amoureux* (Presses de l'Université d'Ottawa, 1997).

Nathalie HEINRY
Maîtrise de français langue étrangère et Licence de lettres modernes à l'Université de Paris X-Nanterre. Enseigne le français langue étrangère à l'Université Américaine de Paris (expression orale et phonétique).

Alain HONTANX
Professeur d'Arts plastiques (histoire des arts), Collège Edgar-Quinet-Lycée Victor Hugo, Académie d'Aix-Marseille. Chargé de cours à l'Institut d'Études françaises

pour étudiants étrangers (histoire de l'art et langue de la publicité) de l'Université de Provence-Aix-Marseille III.

Josette HONTANX-LHANDE
Assistante, Institut de Monde Anglophone, Université de Provence-Aix-Marseille I. Membre de l'Institut de Recherche du Monde Anglophone, du Groupe de Recherche et d'Études nord-américaines, du Groupe de Réflexion pluridisciplinaire, et des Études nord-américaines et latino-américaines. Chargée de cours à l'Institut d'Études françaises pour étudiants étrangers (langue et civilisation) de l'Université de Provence-Aix Marseille III.

Christopher HUNT
Bachelor of Music, Queen's University, Kingston (Canada). Master of Music (musicologie), University of Reading (Angleterre). Professeur, Department of Music Studies, Mohawk College, Hamilton (Canada). Organiste titulaire, First-Pilgrim United Church, Hamilton. Pianiste, accompagnateur, répétiteur. A récemment publié des articles dans les revues *The American Organist*, *Organ Alternatives* (Canada) et *Organists' Review* (Angleterre).

Danielle ISSA-SAYEGH
Diplôme d'Études Approfondies (Anglais), Nice. Diplôme de traductrice, Toronto. Lectrice, St. Michael's College, Université de Toronto.

Marie-Hélène KOFFI-TESSIO
Doctorante en études françaises à l'Université de Virginie (Charlottesville). DEA en études irlandaises et traduction, Maîtrise en traduction, Licence d'anglais (Paris III - Sorbonne Nouvelle).

Rachel LAUTHELIER
Ph.D. Littérature française (Université de Montréal); Maîtrise FLE (Université de Rouen), Maîtrise de Lettres modernes (Université de Dijon); Diplôme d'Études Approfondies en littérature française (Dijon). Auxiliaire de recherche au Département d'Études françaises de l'Université de Montréal. Ancien professeur de français langue seconde et de littérature française, Northeastern University, Boston et Centre International d'Études françaises, Dijon.

Roger LAUVERJAT
Agrégé de lettres modernes. Maître de Conférences à l'Université de Perpignan et Professeur de littérature française à l'Institut pour étudiants et professeurs étrangers de l'Université Paul Valéry. Enseigne également les techniques d'expression et de communication à l'Institut Universitaire de Technologie de Montpellier. Professeur invité à Davidson College (Caroline du Nord) et à l'Université de Long Beach (Californie).

Anne-Marie LILTI
Agrégée de lettres modernes, Université de Cergy-Pontoise. Diplôme d'Études Supérieures de Lettres Modernes (Paris, Sorbonne); Diplôme de l'Institut de Phonétique de Paris. Responsable de la préparation au CAPES de Lettres modernes à l'Université de Cergy-Pontoise. Assure le cours de grammaire et stylistique pour les candidats au CAPES. Auteur de *Grammaire française* $4^e/3^e$ (Hachette,

1983/1988) et de «L'Epreuve de stylistique au CAPES de lettres modernes», *Le Français dans le monde*(déc. 1996).

Bernard MASSON
Agrégé de lettres classiques. Docteur d'État ès-lettres (Sorbonne). Professeur émérite des universités. Ancien directeur de la Fondation Deutsch de la Meurthe à la Cité internationale universitaire de Paris. Spécialiste du théâtre d'Alfred de Musset (thèse de Doctorat couronnée par l'Académie française) ainsi que de l'œuvre romanesque de Gustave Flaubert dont il a édité les *Œuvres complètes* (Seuil, 1964) et de larges extraits de la correpondance (Gallimard, coll. «Folio»).

Micheline MASSON-BUSSIERE
Spécialiste de lettres classiques. Successivement professeur des lycées et collèges à Alger, Montpellier et Paris, ainsi que de pédagogie du Français Langue Étrangère (Université de Montpellier). Parallèlement à ses études universitaires, elle a poursuivi avec succès des études d'art dramatique au Conservatoire supérieur d'Alger. Cette formation technique, couronnée par un diplôme lui a permis d'intégrer, au cours de sa carrière, la pratique du théâtre scolaire et universitaire à son enseignement littéraire. Présente sur la scène de Wright Theater, dans le cadre des productions de l'École française en 1978, 1979, 1980, 1990, 1994, 1996.

Henry MERA
Honorary Research Associate, School of English, Communication and Theatre, University of New England (Australie). Ph.D. en littérature comparée (University of Arkansas)), M.A. en études françaises (University of Houston), licence et maîtrise en littérature américaine (Université de Provence). Ancien directeur de la Maison Internationale McTyeire, Vanderbilt University. Il a joué dans de nombreuses productions dramatiques, dont, à l'École française, *Les Précieuses Ridicules*, *La Poudre aux Yeux* et, *Les Femmes Savantes*.

Françoise MOJERET
Comédienne professionnelle. Co-directrice de la Compagnie théâtrale Inter-Europe Spectacles. Professeur de théâtre à l'École française de Middelbury depuis 1985 et à New York University in Paris (1985-1993). A joué dans de nombreuses tournées en France, en Europe, aux États-Unis et dans le monde avec des spectacles s'adressant particulièrement à des publics universitaires.

Annie-Claude MOTRON
Enseignante de linguistique française appliquée pour les non-francophones: phonétique corrective et grammaire de l'oral aux Cours de Langue et Civilisation Française de la Sorbonne. Interventions sur la méthodologie de l'enseignement du F.L.E., Paris X. Enseignante d'anglais pour les francophones: langue et civilisation, Paris X ; phonétique, Club MGEN, Paris. DEA en phonétique comparée, Paris X. M.A. English, Kansas State College. Licence en Conception Médiatique, Paris X. Recherches sur la morphophonologie du français et sa didactique, a publié plusieurs articles sur ce sujet, notamment pour *Le Français dans le Monde* et *Revue de la Fédération Internationale des Professeurs de Français*. Coauteur de *Phonétique Progressive Du Français* (Clé International-

Nathan, 1998), *Entendre Comprendre*, niveau intermédiaire et *Entendre Comprendre*, niveau débutant (Clé International - Nathan 1994 et 1995).

Pierre-François MOURIER
Ancien élève de l'École normale supérieure. Agrégé de l'université (Lettres classiques). Directeur du Département des Sciences Humaines de l'École Supérieure du Paysage (Versailles). Chef du service des publications. Directeur des *Carnets du Paysage* (Actes Sud). Membre du Comité de rédaction de la revue *Esprit*. Ancien attaché culturel chargé du livre et des relations avec les universités américaines (New York). Auteur de: *Balzac, l'Injustice de la loi*, et *Cicéron, l'Avocat et la République* (Michalon).

Raphaëlle NICOLAS
Maîtrise de Français Langue Étrangère (Paris X). Visiting Instructor à Middlebury College de 1991 à 1995. Professeur des écoles. Comédienne dans la Compagnie Charnières (Amiens).

Charles NUNLEY
Doctorat en Lettres Modernes (Romance Languages and Literatures), Princeton University. Professeur de français, Middlebury College. Recherche et publications en littérature française des XIXème et XXème siècles.

Véronique OGDEN
Licence d'anglais (lettres et civilisation étrangères), Certificat de Maîtrise d'anglais (Limoges). M.A. littérature comparée, M.A. littérature française (University of Arkansas). Diplôme d'éducation française (University of Arkansas). Professeur de français AP au lycée de Fayetteville, AR. Médaille de bronze 1998 du "National French Exam" niveau français I. Sponsor du club de langues étrangères. Responsable des cours de français par correspondance à l'Université d'Arkansas, Fayetteville.

Jacques PECHEUR
Rédacteur en chef du *Français dans le monde* depuis 1984; a été successivement Attaché linguistique auprès des Ambassades de France aux Pays-Bas (1976-1982) et en Allemagne (1982-1984). Ses fonctions actuelles l'ont conduit à s'intéresser plus particulièrement aux politiques linguistiques, au marché des langues, aux stratégies de promotion de la langue française et, dans différents contextes, aux nouvelles perspectives pour l'apprentissage. Il s'est également vu confier plusieurs missions d'expertise ou de réflexion par le Ministère des Affaires étrangères et par le Conseil de l'Europe. De par sa formation initiale, il a continué à s'intéresser à la littérature, publiant de nombreux articles sur la production romanesque contemporaine.

Thierry PELTREAU
Enseignant de Français Langue Étrangère à l'Université Catholique de Lyon. DEA en didactologie des langues et des cultures (Paris III). DESS en FLE (opérations interculturelles) Université Lumière-Lyon II. Teaching Assistant, Ohio State (1989-90).

Jean-Michel RAYNAUD
Professeur des Universités (Université du Littoral - Côte d'Opale U.L.C.O). Doctorat en Lettres Modernes (thèse sur

La biographie d'auteur: une poétique de l'à-côté). Directeur de la Maison de la Recherche en Sciences de l'Homme de l'U.L.C.O. Chargé de mission Culture de l'U.L.C.O. Ancien directeur du département de français de l'Université du Queensland (*Australie). A notamment publié: Voltaire, soi-disant* (Presses Universitaires de Lille, 1985), *Pour un Perec, lettré, chiffré* (Presses Universitaires de Lille, 1987). A collaboré à *Inventaire Voltaire* (Gallimard, coll. «Quarto», 1995). Collaborations en cours: *Romans Libertins du XVIIIème siècle* (La Pléiade).

Jean-Claude REDONNET
Directeur de l'École française. Professeur des universités, Université Paris IV- Sorbonne. Docteur d'État-ès-Lettres, Docteur de 3ème cycle, Agrégé de l'université. Ancien Conseiller culturel auprès des Ambassades de France à Canberra, Ottawa et Tokyo, ancien Recteur de l'Université internationale francophone L.S Senghor à Alexandrie d'Egypte. Vice-président du concours de l'Agrégation interne d'anglais.

Carole de Dobay RIFELJ
Ph.D. en français (University of Wisconsin). Fulton Professor of French, Middlebury College. Recherche et publications en littérature française et comparée, dont *The language of Nineteenth-century French Poetry* et *Reading the Other: Novels and Other Minds*. Projets multimédia subventionnés par la Mellon Foundation et la S.W. Davis Foundation.

Denis RIVIERE
Artiste peintre. A réalisé un grand nombre d'expositions personnelles et collectives en France et à l'étranger. Nombreuses commandes prestigieuses et privées (dont le Palais de l'Elysée pour le Président de la République). Ancien chargé de cours à l'École Normale Supérieure de Cachan. De son œuvre de peintre il se dégage deux axes majeurs, une recherche obstinée de l'espace et la mise en scène de la fuite du temps par l'étude, et la compréhension des traces des civilisations du passé dans de grandes peintures de chevalet. *Denis Rivière, l'envers de l'image* (texte de Charles Sala, Paris, Au même titre, 1998).

Charles SALA
Docteur en Histoire de l'Art, Université de Paris X. Conseiller scientifique pour la revue *Actualités des Arts Plastiques*, Membre du jury d'Agrégation d'Arts plastiques, Professeur d'Histoire de l'Art à Middlebury Collège depuis 1972, ainsi qu'à Columbia, New York University, Boston University et Hamilton College, Paris. *Caspar David Friedrich* (Paris, Terrail, 1993), *Michel-Ange* (Paris, Terrail, 1995), *Les anges dans l'art et dans l'histoire* (Florence, Nardini, 1998).

Guy SPIELMANN
Directeur-adjoint de l'École française. Assistant Professor of French, Georgetown University. Doctorat, et M.A. en études françaises (Vanderbilt); Maîtrise de phonétique, Licence ès-lettres, Licence d'anglais (Aix-Marseille I). Spécialiste des arts du spectacle aux XVIIe-XVIIIème siècles. Il a publié ses travaux dans la *Revue d'Histoire Littéraire de la France, Dix-Septième Siècle, Papers on French Seventeenth Century Literature, Cahiers du Dix-Septième Siècle*. Ouvrage à paraître: *Le jeu de l'ordre et du chaos, spectacle et pouvoir à la fin de règne 1680-1715*. Co-auteur de *Deux*

Mondes (Mc Graw-Hill, 1997), manuel d'enseignement du FLE, ainsi que de plusieurs articles sur la didactique des langues secondes et la recherche en pédagogie.

James STRANCEL
M.A. French, University of Wisconsin-Madison. Enseigne le français, le latin et l'espagnol à Westwood High School (Westwood, Mass.) A enseigné à l'Université du Wisconsin et à l'Université du Michigan (Ann Arbor) dans le cadre de ses études avancées. Traducteur pour des éditeurs français. A collaboré à des ouvrages scolaires pour la College Division de McGraw-Hill.

Margaret SULLIVAN
Maîtrise de français (Middlebury College), BA Wofford College, enseigne le français à la Spartanburg Day School, Spartanburg, S.C. Assistante technique des productions scéniques de l'Eclole française pendant la session 1999.

Bonnie WOOLLEY
Études de musique et de français à Millikin University, à Middlebury College et à l'Université de Bordeaux. DEA en anglais de spécialité/didactique des langues. Traductrice et directrice pédagogique (formation professionnelle). Chanteuse soliste et chef de chœur. Fondatrice/directrice de la chorale Voices, Chœur International, spécialisée dans la musique américaine et anglophone (Paris). Chargé de cours à l'Université de Lille III.

Intensive Language Courses
(seven-week session)

Students registered in the intensive language program are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities include four hours of classroom instruction and additional work in the language laboratory, multimedia rooms and course-related seminars and activities. The course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, June 28th at 8:00 a.m. *N.B.: The obligatory placement exam is administered on Saturday, June 26, at 8:00 a.m.*

Schedules, texts, and staffing are subject to change. *Look for updates on our web page:* **http://www.middlebury.edu/~ls/Ecole_francaise**

101-102-103 and 201-202-203 ***(Français intensif pour débutants)*** 3 units

Coordinator: Guy Spielmann; Jeanne Bovet, Marie-Hélène Koffi-Tessio, Véronique Ogden.

The purpose of this program is to develop to the largest possible extent a communicative competency in the French language, both oral and written. The cultural and content foundations of the course reflect issues and realities in the entire French-speaking world. Our main text, *Deux Mondes*, is complemented by a French beginners' dictionary, a variety of authentic materials as well as video and on-line resources (one hour daily is spent in a multi-media lab). In keeping with the school's policy, this course is taught entirely in French from the very first day, after a thorough introduction in English. The full text in English of the *Beginners' Guide* is available on line at: http://cweb.middlebury.edu/debutants/guide.html
In 101-103 and 201-203, grammar, vocabulary, history, geography, culture and communicative strategies are fully integrated in naturalistic, constructivist activities based as much as possible on authentic documents. Courses at both levels are tightly coordinated and share the same general

curriculum. However 201-203 courses proceed at a slightly faster pace and engage students in more complex tasks in the second part of the course. Once they have completed the work included in *Deux Mondes*, 201-203 students will engage in group work and projects with web resources and various educational software.
"Beginners" are those students who have never studied French nor lived in a French-speaking environment. When necessary, transfers between 101 and 201 are made in the first week of classes at the instructors' or course coordinator's advice.
Required texts:
-*Deux Mondes: A Communicative Approach*, 3rd ed. (McGraw-Hill, 1997) by Terrell, Rogers, Barnes and Spielmann. Textbook and Workbook.
-*Dictionnaire Maxi-Débutants* (Larousse, 1998)

211-212-213 ***(Français intermédiaire)*** 3 units
Corinne Fertein, Rachel Lauthelier, Thierry Peltreau

These courses make up an integrated program which combine:
• Strategies for the development of oral and written expression acquired through regular and progressive practice;
• An overview of various cultural aspects of French-speaking communities worldwide, through readings and video- and audiorecordings, with applications to writing activities;
• The development of oral competence and listening comprehension, as well as socio-cultural communicative proficiency.
211: An introduction to Francophone civilization through a wide range of authentic French materials, readings (short stories, short plays, comic strips), and other media (television, video clips, film excerpts). Students will discover various aspects of day-to-day culture and its vocabulary. By the end of the session students will have extensively reviewed French grammar by means of reading, practical exercises and oral participation.
212: In this course, students will write diaries, short stories and essays that make use of the discursive strategies and structures studied. The aim of this writing course is to help student express themselves with variety and clarity.

213: This class will help students develop their listening and speaking abilities using both contemporary multimedia tools and in-class discussion on such topics as the changing role of women, emerging trends in politics, and cultural differences between French and American youth.
Coursepack.
Required texts:
- H, Sturges, L, Cregg, H, Herbst, *Une fois pour toutes* (Phillips Academy, Andover, Longman).
- Goscinny & Uderzo, *Le Tour de Gaule d'Astérix*. (Albert René)

300 Level: Upper-Intermediate
The 300-level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French. They take four daily courses which:
• develop aural/oral proficiency through video and audio-based media with some class time devoted to the reinforcement of grammatical structures (302);
• review selected grammatical structures, closely coordinated with topics and activities from other 300-level courses in an effort to reinforce and enhance the total learning experience (303);
• develop more sophisticated written self-expression, overcoming lexical, grammatical, and stylistic hurdles, with contemporary French society as a thematic backdrop (311);
• experiment with creative production both orally and in writing, in conjunction with a discovery of non-linguistic aspects of French culture (art, advertising, scents, and tastes) (312-314).
All courses at the 300 level are compulsory; they combine both foundation and specialized courses.

302 Contacts en contexte, oral et culture *(Oral French)*
James Strancel

Through the examination and use of audio and visual material (French-language television programs, news, songs, and one feature-length film studied in detail) students will continue to develop their aural and oral proficiency. Though the study of grammar per se is not an integral component of this course, the applications accompanying each lesson will enable students to manipulate with

greater ease some of the more sophisticated structures of the language. In addition, some class time is devoted to items studied in the grammar course (FR 303) allowing for further practice and assimilation in another context. Although oral production and comprehension are emphasized, students will leave the course with a greater appreciation of French and Francophone cultures, having connected with them via various "windows" placed at their disposal.

To encourage participation in the plethora of activities offered by the French School, this course has been designed so that most work is completed within the fifty minute class period. Nevertheless, a small to moderate amount of outside preparation is occasionally required.

Evaluation is based on 3 written and 3 oral examinations with emphasis placed on individual progress made during the seven week session as well as participation in the various activities offered by the French School. In addition, each student is required to complete one research project in an area of interest to be presented in class during the last week of the session. (1/2 unit).

Text: Coursepack.

303 Grammaire et structures *(French Grammar)*

Charles Nunley

A thorough review of grammar, this course is intended for students having a basic familiarity with the forms and structures of the French language, but who have not yet attained active mastery of their application, especially in writing. The order and progression of grammar points is closely coordinated with materials, topics, and activities treated in other 300-level courses in an effort to reinforce and enhance the total learning experience. (1/2 unit)

Texts:

1) Delatour, Jennepin, Léon-Dufour, Mattlé-Yeganeh, Teyssier: *Grammaire du français: Cours de civilisation française de la Sorbonne.* Paris: Hachette, 1991. ISBN 2-01-015601-3

2) Delatour, Jennepin, Léon-Dufour, Mattlé-Yeganeh, Teyssier: *Grammaire: 350 exercices Niveau moyen.* Nouvelle édition. Paris: Hachette, 1996. ISBN 2-01-155058-0

3) Delatour, Jennepin, Léon-Dufour, Mattlé-Yeganeh, Teyssier: *CORRIGÉS de Grammaire: 350 exercices Niveau moyen.* Nouvelle édition. Paris: Hachette, 1996. ISBN 2-01-1550599

311 Ecrire I *(Composition)*

Henry Méra

A thorough review of the basic discursive forms of the French language, serving as a key to open up the realms of journalistic, script, fiction, journal, essay, and creative writing. Lexical, grammatical, and stylistic hurdles will be cleared through targeted exercise forms that are geared towards more sophisticated self-expression with contemporary French society as a thematic backdrop. (1 unit)

Text: Coursepack.

312 Le français dans tous les sens *(French in Every Sense of the Word)*

Josette Hontanx

From 28 June through 20 July

Hearing, sight, touch, smell, and taste... A study of the five senses in order to:

• express feelings and emotions in a given situation. A thorough investigation of vocabulary and expressions pertaining to each of the five senses will help master the skills needed in speaking and writing. Philippe Delerm's work, *La première gorgée de bière et autres plaisirs minuscules*, will serve as a literary model and a springboard for creative writing. Additional "hands-on" workshops will enable students to gain further insight into how this vocabulary functions in given situations.

• attempt to identify French tastes and attitudes. Written texts and television programs (on different subjects and from various sources) will help define French feelings and reactions. Is there such a thing as "le goût français"? In addition, a specific study of French behavior will focus on how the French use space. In the process, a comparative study of French and American attitudes will be developed. (1/2 unit)

Evaluation:

• 5 brief, descriptive narratives (10 lines max.) each dealing with one of the five senses: 10% x 5 = 50%

• oral participation: 20%

• a short paper (1 1/2 pages maximum) dealing with a typical aspect of French civilization (events, places, traditions and customs, behavior, etc.): 30%
(1/2 unit)
Text: Philippe Delerm, *La première gorgée de bière et autres plaisirs minuscules* (Gallimard / l'Arpenteur, 1997) ISBN 9 782070 744831.

And: *Art de vivre-Gastronomie et cuisine:* Do you enjoy good food? Do you like cooking?
J. Hontanx proposes three workshops (during the second half of our session, dates to be announced, from 3:30 to 5:30, and open to eight 300-level students, on a first-come, first-served basis) to familiarize you with French cooking and to prepare typical French dishes that we shall enjoy savouring together !

314 Le langage de la publicité *(The Language of Advertising)*

Alain Hontanx
From 21 July through 12 August

Advertising has become an essential means of communication. It captures our attention and, in a flash, attempts to convince us, to pull us in, and to leave a lasting impression. Its language, composed of words and images, reflects the tastes and needs of a society. The aim of the course is to detect, analyze, and put into practice the ways in which advertising messages function. The course will provide two complementary approaches, one theoretical, the other practical.
1. The study of advertising in France and in the French-speaking world: posters, flyers, radio, and television messages.
2. Putting theory into practice: audio tapes, videos, and posters particularly connected with the activities of the French School (theater - cinema - lectures - sporting events - festivities).
In the process students will master the efficient nature and the mechanisms of French advertising language. Students may bring to class French advertisements of their choice. (1/2 unit)
Evaluation:
• one written analysis of a French advertisement, 15 lines maximum: 25%
• a short (5 minutes max.) but carefully prepared oral exposé analyzing a French advertisement: 25%
• final project: the creation of an advertisement (a poster with slogan, a magazine page, a brochure, a video or audio cassette, etc.): 50%
Students are not expected to produce an advertisement of professional quality; however, their project should reveal their personal taste and imagination and add to their linguistic repertoire.
Text: Coursepack.

400 Level: Advanced

The 400-level courses correspond to the fourth year in both language and content competence. This level has a three-tiered structure:

1) All students must take a course in advanced grammar and composition which focuses on writing strategies applicable to specific types of discourse (esp. informative and deliberative):

411 Ecrire II *(Advanced Grammar and Composition)*

Eugénie Aranda

This course aims at enabling students to successfully carry out the various writing tasks required by their social, academic or professional backgrounds. Once students' competence and needs have been analyzed, the course will focus on the processes that go into writing: mastering the code and understanding the conditions of written exchange. Students will be given peripheral contextualized information from which to proceed for the completion of tasks. The latter will involve self-monitoring in addition to the teacher's assessment. Students will be encouraged to keep track of their learning process in a diary which will be a major contribution to the development of their own writing resources. Two basic types of activities will be conducted, one focused on processing and transferring information, the other leading to creative writing. Writing assignments will be produced and assessed daily. Outside class, students will undertake a project on a relevant French or Francophone cultural topic. This project will be in the form of a dossier to be handed in a week before the end of the session. (1 unit)
Evaluation:
- Daily work and class participation: 50%

- Project: 30%
- Production of individual bank of writing resources: 20%
Texts: *Le Robert Micro*, dictionnaire d'apprentissage de la langue française (Nouvelle édition 1998). ISBN 2 85036 529-7
- Evelyne Bérard, Christian Lavenne, *La Grammaire Utile du Français* (Didier, 1991). ISBN 2-278-01594-X
- Coursepack.

2) Some courses at the 400, advanced level are elective. Students *must* choose one (and only one) of the three intensive courses which meet for 2 hours a day: FR412, FR434, or FR435:

412 Du corps au langage *(Language Through the Body)*

Raphaëlle Nicolas

The objective of this course, where language is (re)visited as a living place, is to master the abilities of speaking through exercises involving body language and work on the stage. "I speak, therefore I am" could be its motto. Activities will include breathing and voice practice, improvisation to vocalize emotions, and the frequent use of techniques for the theater. Students will participate in two performances of productions in the middle and at the end of the session.
Texts: Coursepack. (1 unit)

434 Du texte à l'image, littératures et cinémas de la francophonie, écrit, cinéma et multimédia *(A Global Approach to Francophone Literature and Cinema)*

Danielle Issa-Sayegh

This course is an initiation to the literature and cinema of the French-speaking world. Students will analyze sociocultural aspects in novels as well as in their screen adaptations, which will lead to written compositions and the production of portfolios. Students will work with multimedia resources during class (4 hours per week), attend all lectures on topics related to the course, and view films outside class hours. Whenever possible, guest lecturers will be invited to share their expertise with the class.
Topics to be studied include the colonial period, exile and social alienation, education and the role of women. Examples will be taken from such films as *Quatre Femmes d'Egypte* (Tahani Rached), *Chocolat* (Claire Denis) *Rue Case-Nègres* (Euzhan Palcy), *Afrique je te plumerai* (Jean-Marie Teno), and *L'Enfant noir* (Laurent Chevallier). (1 unit)
Evaluation: Written assignments: 20%; Oral presentation: 20%; Tests: 20%; Portfolio: 40%
Text: J.L. Joubert, *Anthologie de la littérature francophone* (Nathan, 1989).

435 La France, l'Europe et le monde *(France, Europe and the World)*

Michel Gueldry

France has long pursued a universal mission. This "calling" is at the heart of the country's sense of national identity: in order to maintain her national character, it is thought, France must represent and defend universal values. This spirit has been embodied successively in her medieval Catholicism, the philosophy of the Enlightenment, and above all in her republican universalism and a certain conception of the Republic (the Rights of Man). Today this special role, this French "exceptionalism" continues to affirm itself in the nation's unique conception of capitalism and in its defense of the Welfare State in the face of globalization. But what is the actual state of France, with her political divisions and her 12% unemployment rate? What is happening to her national identity in a Europe which is becoming more and more integrated into an ever more globalized world? Can France preserve her uniqueness in a world rendered ever more competitive and homogeneous by new sciences and technologies ? In a word, what does the end of the century (and the millenium) mean for France ? (1 unit)
Evaluation and Required Projects:
- Three essays (different formats and subjects): 40%
- One presentation: 20%
- Interview to be conducted on campus (opinion polls): 15%
- Oral participation: 25%
Text: Nicole Gnesotto, *La Puissance et l'Europe*, Paris, Presses de Sciences PO, 1998, 1331 p.; ISBN 2-7246-0751-1

3) One more of the remaining 400-level courses will be chosen to complete the course load of four hours per day (for a total of three units of credit).

431 Le fançais et la musique, langues sœurs *(French and Music as Sister Languages)*

Bonnie Woolley

Ideas, emotions, and history are communicated through music, which has been called the universal language. The music of the French-speaking world is rich in linguistic and cultural content. Through extensive listening to music (vocal and instrumental music, from madrigals to rap), students will explore the French language and learn about French-speaking peoples. Work based on words to songs/arias as well as readings of texts and articles about music will provide the students with a source of new language and ideas, as well as the opportunity to apply diverse reading techniques to a variety of materials. Students will review and utilize organizational strategies in writing assignments, in-class discussions, and role-plays, all designed to reinforce newly-acquired language skills and to develop students' oral and written expression. Grammatical revision will be based on the immediate abilities and needs of the students. (1 unit)

Evaluation:

- Oral presentation in class (10-15 minutes)
- Final examination.
- Also required: participation in the musical activities of the French School (as performer, organizer or documentalist).

Text: Coursepack

432 Corps, espace, réalité, du Réalisme à l'Impressionnisme en France au XIXème siècle *(Art and Civilization)*

Charles Sala

This course in art and civilization is specially designed for advanced students at the undergraduate level and follows a carefully designed, historical progression from the study of Pictorial Realism (Courbet, Maillet, and caricatures) and the beginnings of photography (Nadar, Durieu, etc.) to the analysis of Impressionism (Monet, Renoir) and of the Japanese influence. The closing section will be devoted to Post-Impressionism (Caillebotte, Seurat, Gaugin) and the early stages of Cubism (Picasso). Course will include selected workshops with painter-in-residence Denis Rivière and visits to museums (Clark Institute, Williamstown, Mass. and Musée des Beaux-Arts, Montréal).

Evaluation:

An oral interview during the second week will lead to the choice of a subject for a final, 12-page dossier, complete with illustrations, table of contents, and bibliography (due in the seventh week). A third-week assignment on reading a work of art. (1 unit)

433 Savoir être! Mœurs et savoir vivre en France *(Historical and Sociological Approach to Social Interaction in France)*

Dominique Agostini

As with any other language and culture, speaking French is not enough to communicate in France. Knowing *étiquette*, mastering the social rules and codes which are at the root of 'civilization' (N. Elias), are also essential to interpret different contexts. The objective of the course is to explain how social interaction, as described by Erwin Goffman, works in a French context. Historical and social outlooks will be presented as an introduction to practical contemporary situations. (1 unit).

Evaluation: a 10-page essay on a subject chosen by the student and related to the course. 3 grades: outline, first part and second part of essay.

Text: Sabine Denuelle, *Le Savoir-Vivre* (Larousse-Poche, 1996).

Cours gradués / Graduate Courses: De la Maîtrise au D.M.L.

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing for Middlebury's M.A. or D.M.L degree, l'École française welcomes each summer "non-degree" students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

A normal load is three courses (nine semester hours) selected in consultation with the director or associate director. Permission to take an extra course is granted only exceptionally by the director or associate director of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: 1) foundation courses *(cours de base)*, which are designed to provide students with the linguistic, cultural, and literary skills needed for further study; and 2) specialized courses *(cours thématiques)*, which allow the student to build upon this foundation and acquire broader and more sophisticated knowledge. The courses change each year, depending on the faculty and their specialties, thus allowing for a variety of subjects and approaches.

New students enrolled in the graduate session must take a written language test and have an interview *before* they register. Courses at the 500, 600 and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. Beginning graduate students normally take 500-level courses, while 700-level seminars are open to M.A. candidates nearing completion of the program, highly qualified master's candidates, and D.M.L candidates. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, July 1.

Note: Students who are currently in-service teachers are encouraged to bring with them the textbook(s) they use in order to participate in pedagogical workshops and seminars

Students are strongly advised to read certain books for some of the classes before the session. Please look for suggestions on how to acquire books in French on our web page http://www.middlebury.edu/~ls/École_française

M.A. Degree Requirements

Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained in a series of summer sessions on the Vermont campus, or by taking three units during a summer session and completing the requirements during a full academic year in Paris.

Distribution requirements for those students choosing to earn their degree on the Middlebury campus:

a) three units in language;
b) three units in civilization;
c) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris after one summer on the Middlebury campus:

a) language proficency, level FR 611 (see Paris catalogue);
b) two units in literature;
c) two units in civilization;
d) mémoire de maîtrise (worth two units).

Transfer of Credit

After formal admission to the program, candidates for the M.A. and D.M.L. degrees may request permission from the Director of Academic Records to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury (three units). Two units earned at Middlebury's professional-development workshops may be applied to the M.A. degree. The combined total of professional-development-workshop and transfer credit may not exceed three units. N.B.: Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must be taken after successful completion of the first summer session at the graduate level.

501 Comprendre la linguistique *(Understanding Linguistics)*

Pierre Haillet

Ce cours a pour objectif de familiariser les étudiants et les professeurs avec un certain nombre de notions fondamentales en linguistique. On s'attachera notamment à décrire le fonctionnement et la structure de la langue en tant que moyen de communiquer, sur le plan phonétique, phonologique, morphologique et syntaxique. On examinera le rapport entre langue et culture, langue et société, entre langue et institutions (école, médias..) langue et identité, ainsi que les caractéristiques de la perception d'une langue étrangère. Ce faisant, on s'attaquera à certaines idées reçues sur la langue et sur la linguistique. On abordera, en outre, les phénomènes de variation linguistique, de changement linguistique et de langues en contact; on étudiera les mécanismes qui caractérisent l'erreur, l'emprunt et le calque linguistique. (1 unit)

Contrôle des connaissances:

Dossier n°1: 20%; dossier n°2: 30%; étude de cas (sur table): 40%; participation, préparation, progrès: 10%.

Textes: M. Arrivé, F. Gadet, M. Galmiche, *La Grammaire d'aujourd'hui* (Flammarion, 1986). ISBN 2-08-112003-8

- M.Yaguello, *Catalogue des idées reçues sur la langue* (Seuil, coll. «Point-Virgule, 1988). ISBN 2-02-009913-6

- Polycopié fourni au fur et à mesure de la progression du cours.

504 Des mots et des sens; approches de la traduction. *(French-English Translation)*

Philippe France

Ce cours s'adresse en priorité aux étudiants passant leur premier ou deuxième été à l'École française (placement à vérifier en fonction du test).

L'étudiant ayant déjà une certaine maîtrise de l'apprentissage de la langue étrangère comprend rapidement qu'une source importante de difficultés se trouve dans les distorsions qu'impose, de façon inconsciente le plus souvent, la langue maternelle d'origine, ici le fameux «anglicisme». Il s'agira

donc, par le biais d'une approche comparative, de faire prendre conscience des phénomènes mis en œuvre dans le passage d'une langue à l'autre, d'identifier les moyens de les résoudre puis de mettre en application ces principes dans la production en français. Nous proposerons pour ce faire des exercices sur les lexiques et les structures syntaxiques traditionnellement sources d'erreurs (recherches de vocabulaire, prépositions et conjonctions complexes, temps verbaux, etc.)

La matière du cours est présentée sous support informatique (serveur et internet) avec exploration systématique des ressources de la toile d'internet. (1 unit)

Textes: Un dictionnaire bilingue, par exemple le *Robert & Collins*, ainsi qu'un dictionnaire unilingue français (recommandé: le *Lexis de la langue française* chez Larousse).

510 Stylistique appliquée *(Applied Stylistics)*

Anne-Marie Lilti

Ce cours a pour objectif de faire acquérir aux étudiants une compétence de reformulation (réécriture), ainsi que la maîtrise des moyens assurant la progression et la cohésion des textes produits. L'enseignement, pendant la session, se constitue de deux modules, divisés chacun en trois sous-modules. Les savoir-faire acquis se traduisent en termes d'aptitude à la production de textes en français universitaire de registre soutenu.

Module 1: Les procédés de l'argumentation

• *sous-module 1:* l'articulation logique de l'argumentation: l'expression de la cause, de l'opposition, de la concession; connecteurs argumentatifs, subordination, choix lexicaux; construction hypothético-déductive.

• *sous-module 2:* cohésion textuelle et thématisation des énoncés: anaphores, périphrases, synonymes et antonymes; organisateurs textuels.

• *sous-module 3:* procédés de reprise: formules de transition, introductions et conclusions partielles.

Module 2: L'énonciation du texte universitaire

• *sous-module 1:* procédés d'effacement de l'énonciateur: passivation, formes impersonnelles, métonymie; les différentes valeurs de «on».

• *sous-module 2:* procédés d'euphémisation et de modalisation.

• *sous-module 3:* procédés d'intégration du discours

de l'autre: insertion de citations, discours indirect, marques de distanciation polyphonique: emploi des guillemets, de l'italique, etc.
(1 unit)
Contrôle des connaissances:
L'évaluation se fait sur des travaux remis régulièrement (tous les deux jours en moyenne). Ces travaux nécessitent un travail extérieur au cours d'une heure par jour. La note finale est la synthèse de ces travaux.
Textes: M. Arrivé, F. Gadet, M. Galmiche, *La Grammaire d'aujourd'hui* (Flammarion, 1986). ISBN 2-08-112003-8
- C. Plantin, *De la langue de l'argumentation au discours argumenté* (CNDP, 1989)
- Polycopié fourni au fur et à mesure de la progression du cours.

514 Linguistique Appliquée - phonétique corrective et grammaire de l'oral *(Applied phonetics)* Annie-Claude Motron

Ce cours se propose d'étudier les caractéristiques phonétiques et morphophonologiques de l'oral du français en mettant en évidence les différences avec le système anglais. On abordera la langue selon deux axes:
- Phonétique: approche pratique et corrective des sons du français; la relation entre la prononciation et l'orthographe; étude des spécificités de la chaîne parlée: la syllabe, la continuité, la chute du /@/, le schéma rythmique, l'intonation; les différents styles.
- Morphophonologie: perception, l'identification et la production des marques orales; transcription des marques orales; spécificité du fonctionnement des marques graphiques.
Le cours sera complété par des séances en laboratoire pendant lesquelles les étudiants pourront, grâce à un travail d'écoute, de reconnaissance et de prononciation, surmonter les difficultés inhérentes au passage du système oral d'une langue à celui d'une autre. De plus, il sera demandé aux étudiants un travail personnel en face à face, en laboratoire de langues, et/ou multimédia afin de travailler leurs difficultés spécifiques.
Activités complémentaires:
Travail correctif individualisé, en face à face, en laboratoire de langues, et/ou en laboratoire multimédia. Bilan individuel de progression

(élaboration et suivi sur fiches phonétiques individuelles)
Contrôle des connaissances
La note d'ensemble tient compte de la participation en cours contrôle continu, après chaque séance en laboratoire (un contrôle par thème étudié) (50% de la note finale). Examen final oral (25% de la note finale) et écrit (25% de la note finale) sur l'ensemble du programme
Textes:
- *Phonétique Progressive* (CLE International, 1998), manuel (ISBN 0-32880-5) et cassettes (conseillées mais non obligatoires) (ISBN 0-32880-6);
- *Entendre Comprendre*, Niveau Moyen, (CLE International, 1995). ISBN 0-32351-1.

602 Linguistique française, sémantique, ambiguités, interprétations *(Theories of Meaning in French Linguistics)*

Pierre Haillet
(11:00 - 12:00)

Analyse du rapport entre la forme et le sens dans la perspective des théories linguistiques. On abordera notamment la problématique de l'ambiguïté, de l'homonymie, de la polysémie et de l'antonymie, ainsi que les facteurs qui interviennent lorsqu'on attribue un sens à ce qui est dit. On étudiera également le sens explicite et le sens implicite, la paraphrase, les modalités et la problématique de l'énonciation. Les théories présentées seront appliquées à l'analyse d'une variété de discours (communication médiatique, discours politique, échanges conversationnels). (1 unit)
Contrôle des connaissances: Dossier 1, 20%; Dosssier 2, 30%; Dossier n°3, 40%; Participation, préparation, progrès: 10%.
Textes: M. Arrivé, F. Gadet, M. Galmiche, *La grammaire d'aujourd'hui* (Flammarion, 1986). ISBN 2-08-112003-8
- Polycopié fourni au fur et à mesure de la progression du cours.

612 Le Petit Conservatoire *(Language and Theater)*

Francoise Mojeret
(13:30 - 15:30)

Ce cours s'adresse à la fois aux étudiants qui se destinent à l'enseignement, à ceux qui souhaitent devenir comédiens professionnels, et en général à

ceux dont le profession exige de s'exprimer en face d'un public. Le travail sera uniquement d'expression orale et portera sur l'apprentissage de la scène et de la langue française, à travers des textes d'auteurs contemporains. Chaque scène jouée à deux ou à plusieurs - obligatoirement mémorisée - sera travaillée, répétée plusieurs fois et commentée de manière à améliorer la qualité d'interprétation. On insistera sur la prononciation, l'intonation, l'articualtion, la respiration, la gestuelle. Le contrôle sera facilité par des vidéos réalisées en cours de session, chaque étudiant pouvant ainsi se rendre compte de ses progrès, mais aussi de ses erreurs et donc de les corriger. Un spectacle sera réalisé, et présenté en public, avec la participation de tous les étudiants du Petit Conservatoire. Ce cours a lieu pendant 2 heures consécutifs.
Contrôle des connaissances: Les scènes travaillées pendant la session ainsi que le spectacle public donneront lieu à l'attribution de notes.
Texte: Polycopié.

711 Initiation à la sémiotique littéraire *(An Introduction to Literary Semiotics)*

Jean Bernabé
(8:00 - 10:00)
du 1er juillet au 21 juillet

Ce cours vise à une initiation concrète, raisonnée et progressive à la sémiotique des textes littéraires. L'approche proposée trouvera son point d'application dans l'analyse de textes concrets dont, en particulier une œuvre de la littérature française classique (les *Fables* de la Fontaine) et un roman appartenant à la littérature antillaise contemporaine *(Pluie et Vent sur Télumée Miracle*, de Simone Schwarz-Bart). *Il est fortement conseillé aux étudiants désireux de s'inscrire dans ce cours d'avoir lu les œuvres au programme.*
Dans un premier temps seront présentées les différences (terminologiques et théoriques) qui fondent une certaine distinction entre la sémiotique, la sémiologie et la sémantique; puis entre la sémiotique d'une part et, d'autre part, diverses disciplines ayant pour objet le discours littéraire (pragmatique, sémantique, narratologie, poétique, rhétorique, stylistique etc.) La grande opposition «récit *vs* discours» sera analysée de façon critique en vue de compléter l'approche

linguistique dont elle témoigne par une approche plus spécifiquement sémiotique qui resitue le discours au cœur même de tout le dispositif énonciatif. De ce point de vue, l'activité discursive apparaîtra comme le fondement de toute activité énonciative, le récit fonctionnant alors comme une composante (facultative). La logique narrative, objet purement formel, sera insérée dans les enjeux discursifs du texte et ce, à partir de la narration telle qu'elle opère dans des œuvres aussi différentes que les *Fables* de la Fontaine ou le roman *Pluie et Vent sur Télumée Miracle* de Simone Scharz-Bart, romancière antillaise. Les critères permettant de distinguer un récit d'un non récit seront présentés et analysés à partir d'exemples d'école (courts textes à valeur didactique). Ils intégreront les notions d'événement, de représentation (avec le double sens du préfixe «re» signifiant «de nouveau» et «en sens inverse», «à rebours»), de motivation, de modalisation, de cohérence orientée, de clôture textuelle etc. La représentation des processus de l'univers narratif (fable ou roman) débouchera sur la mise en évidence de l'énoncé narratif depuis les formes les plus empiriques et simples (début - milieu - fin, ou plutôt état initial - quête - état final) jusqu'aux propositions les plus formalisées et complexes (modèle du parcours génératif du sens). Appliquée au discours et non plus spécifiquement à l'objet formel que constitue la logique narrative, la démarche sémiotique mettra en exergue les jeux figuratifs, thématiques et les échelles de valeur (idéologiques, cognitives, affectives, éthiques etc.) au termes desquels se construit la pluralité des sens du discours littéraire comme discours ouvert au travail indéfini de l'interprétation. Toutes les notions évoquées sont censées faire l'objet d'illustrations quotidiennes à partir des deux corpus sus-indiqués. Seront enfin amenées des considérations sur la sémiotique comparée de la lecture et de l'écriture.
Contrôle des connaissances: L'évaluation du cours visera à produire l'analyse sémiotique d'une ou de plusieurs fables (éventuellement sur le mode comparatif à l'aide d'un tableau diasystémique c'est à dire d'opposition) et l'esquisse d'une lecture plurale (ou plurielle) du roman, *Pluie et Vent sur Télumée Miracle.*
Textes: Jean de la Fontaine, *Fables* (Garnier -

Flammarion, coll. «Poésie» No 2051, 1996) ISBN 2-08-072051-1;
Simone Schwarz-Bart, *Pluie et Vent sur Télumée Miracle* (Seuil, Collection «Points Roman», 1995) ISBN 2-02-023925-6.

712 «L'écriture en chantier» *(Creative Writing)*

Jean-Michel Raynaud
(13:30 - 15:30)

L'objet de ce cours-atelier est d'étudier et de s'approprier un certain nombre de stratégies d'écriture afin de les réemployer dans le cadre de la production d'un texte collectif achevé. Bien que le cours doive aboutir à la création d'un texte, il ne fera pas nécessairement appel aux dons artistiques de chacun. C'est le travail de la création qui sera l'objet de notre étude. Il s'élaborera autour de thématiques communes à celles développées dans l'atelier de peinture de Denis Rivière. Les étudiants seront personnellement guidés et travailleront selon un cahier des charges précis pour leur permettre de maîtriser les aspects théoriques du cours, les techniques employées et les pratiques de la rédaction. Le travail sera initié en cours et poursuivi par l'étudiant durant son temps libre. Chaque étudiant tiendra un journal personnel où il consignera entre autres ses questions, ses remarques et ses réflexions sur son parcours d'apprentissage. Chaque étudiant aura pour tâche finale de contribuer à la rédaction d'un texte de spectacle complet qui sera remis par le groupe à la fin du cours. Les séances de deux heures se tiendront quotidiennement.(1 unit)
Contrôle des connaissances: L'évaluation comprendra trois parties d'égale valeur:
1) évaluation du journal personnel d'écriture;
2) évaluation du texte produit par chaque étudiant;
3) entretien oral sur le contenu théorique et méthodologique du cours ainsi que sa mise en pratique dans le texte soumis.

718 D'une langue à l'autre, d'une culture à l'autre: traduction avancée *(Advanced French-English Translation)*

Philippe France
(10:00 - 11:00)

Ce cours s'adresse plus particulièrement aux étudiants passant leur troisième ou quatrième été à

l'École française (placement possible aussi en fonction du test). Le passage d'une langue à l'autre, généralement appelé traduction, n'est pas, on s'en rend vite compte, un travail quasiment scientifique de simple transposition grammaticale. La langue, les langues sont phénomène de culture, expression d'un long développement historique, social, économique, culturel. Passer d'une langue à l'autre ne signifie donc pas simplement passer d'un mot à l'autre, mais d'un phénomène culturel à l'autre. C'est l'étude de ces phénomènes qui sera l'objet de notre travail dans ce cours par le biais de documents illustratifs tirés du discours écrit, mais aussi de la langue parlée. Nous serons ainsi amenés à réfléchir sur les manières les plus efficaces de passer de l'anglais au français mais aussi du français à l'anglais à partir de textes écrits de niveaux et domaines de langue variés, ainsi que de documents sonores. Le cours est divisé en deux parties distinctes, une partie «théorique» et une partie de textes illustratifs et d'application. Dans la partie «théorique», nous étudions des principes de traduction appliqués aux lexiques, aux procédés de traduction comme: emprunt, calque, mot-à-mot, transposition, étoffement, modulation, équivalence et adaptation. La partie pratique se compose de textes choisis, organisés en thèmes généraux: la famille, les gens, l'éducation, l'alimentation, la nourriture, le goût, les pratiques artistiques et culturelles etc., tous documents sélectionnés dans les deux langues pour leur intérêt inter-culturel. Les exercices d'application des principes sont variés; allant de la traduction de courtes expressions, puis de phrases illustratives des notions acquises, au travail de «remplissage» de textes traduits mais auxquels manquent des éléments constitutifs du discours, en passant par l'étude de textes 'à erreur' et de traductions existantes. Le cours se présente sous forme informatique disponible sur un serveur et un site internet du collège, ce qui permet une interactivité permanente avec la Toile d'internet.
Contrôle des connaissances:
La notation repose sur les critères suivants: trois devoirs (semaines 2, 3 et 4) de longueur progressivement plus importante, un projet final (semaine 5) et un petit examen final (semaine 6). Pour les devoirs et le projet final, les étudiants sont

invités à rechercher sur Internet des textes servant de base de travail à partir des grands thèmes étudiés. Participation et assiduité sont également prises en compte.
Textes: Il faut prévoir l'acquisition d'un dictionnaire bilingue du genre Collins & Robert et d'un dictionnaire unilingue français, par exemple le *Lexis de la langue française* de chez Larousse.
Ouvrage de référence à consulter:
Le Bon Usage de Maurice Grévisse.

Littérature

562 Pratique et plaisir du texte *(Textual Analysis)*

Roger Lauverjat

Ce cours se propose d'apporter aux étudiants un langage critique et une méthode permettant de résoudre les problèmes historiques et formels qui se posent à eux lors de l'analyse d'un texte littéraire. Les deux premières semaines seront consacrées à l'approche de la poésie. A partir de l'étude de textes réunis dans une anthologie, les étudiants pourront acquérir - ou revoir - les notions fondamentales de la versification, de prosodie et de rhétorique. L'accent sera également mis sur les formes de la poésie moderne (verset et vers libre). Au cours des deux semaines suivantes sera abordée la problématique du genre romanesque. L'année 1999 étant celle de la commémoration du bicentennaire de la naissance de Balzac, nous conduirons cette approche à partir de l'étude du court roman - ou de la longue nouvelle - *Le Colonel Chabert*. L'accent sera mis sur la construction du récit, les modes de la narration, les formes de l'intrigue, les techniques et les fonctions de la description, le système des personnages, la question du point de vue (focalisation). Cette approche littéraire sera complétée par l'analyse du film d'Yves Angelo (1994) avec Gérard Depardieu, Fanny Ardant et Fabrice Lucchini. La dernière partie du cours portera sur le langage dramatique. A partir de *l'École des femmes* de Molière et en nous appuyant sur la visualisation de cassettes de la représentation de la pièce, nous étudierons la structure de l'action dramatique, la question des personnages, la mise en scène de la parole, le dialogue, le monologue, les différents registres comiques.

Contrôle des connaissances:
Deux travaux écrits (le 16 juillet et le 30 juillet) et un oral à la fin du cours.
Textes: Balzac, *Le Colonel Chabert* (Livre de Poche Classique, ISBN 2-253-09804-3). Molière, *l'École des femmes* (Classiques Larousse, ISBN 2-03871306-5). Il est vivement conseillé de se procurer le petit volume de la collection «Synthèse» (Armand Colin) *L'explication de textes à l'oral* de Sylvie Rozé; ISBN 2-200-01847-9.

570 Textes français et histoire littéraire, XVIème et XVIIème siècles *(Literature, History and Society)*

Roger Lauverjat

Créé en 1998, ce cours est né d'un souhait exprimé par de nombreux étudiants qui n'avaient jamais eu l'occasion de se familiariser avec la littérature française du XVIème et du XVIIème siècles. Ouvert à des «non-spécialistes», il se propose de faire découvrir de très grands textes en les situant dans l'histoire des mentalités et des sensibilités. Afin d'éviter la dispersion, l'approche du XVIème siècle se fera à partir de Rabelais et de Montaigne. Pour *Gargantua* et *Pantagruel*, on choisira l'édition de Madeleine Lazard, un petit volume qui s'impose par la qualité de ses notes et de ses commentaires. Il s'agit d'autre part d'une édition «bilingue» en français du XVIème et en français moderne, ce qui est loin d'être inutile ! On se familiarisera avec les *Essais* de Montaigne en lisant l'excellent et suggestif choix de textes donné dans les Classiques Larousse Le même souci d'efficacité nous a conduit à privilégier pour cet été l'approche de la tragédie classique et plus particulièrement l'étude de la tragédie racinienne. L'année 1999 est en effet celle de la commémoration du tricentenaire de la mort de Jean Racine. Ce sera également pour nous l'occasion d'aborder l'importante question de la place du jansénisme au XVIIème siècle. Une seule tragédie - mais quelle tragédie ! - sera inscrite à notre programme: *Phèdre*. Il est conseillé aux étudiants qui souhaiteraient suivre ce cours de lire ces textes avant leur arrivée à Middlebury. Ils pourront également consulter:
-Daniel Ménager, *Introduction à la vie littéraire du XVIème siècle* (Dunod)

-Paul Bénichou, *Morales du Grand Siècle* (Gallimard, coll. «Folio»)
Textes: *Gargantua* et *Pantagruel*, éd. Madeleine Lazard, (Classiques Hachette, ISBN 2-01-017876-9 Montaigne, *Essais* (Classiques Larousse, ISBN 2-03-871325-1). *Phèdre* (Classiques Larousse, ISBN 2-03-871408-0).
Contrôle des connaissances:
Deux écrits (le 23 juillet et le 6 août). Il sera également tenu compte de la participation au cours.

571 « Si nous parlions huron ou iroquois... »: Langue et littérature au Québec *(Quebec: Literature and Civilization)*

Pierre Hébert
(8:00 - 10:00)
du 22 juillet au 11 août

Écrire, au Québec, n'a jamais pu se faire sans tenir compte d'une problématique toute particulière, celle de la langue. Dès l'apparition de l'imprimerie en 1764, c'est dans un journal bilingue que paraissent les premiers essais canadiens. Puis, peu à peu, se mesurant plutôt à la France, l'écrivain du Québec écrit à l'ombre de la mère–patrie: «Si nous parlions huron ou iroquois, les travaux de nos écrivains attireraient l'attention du Vieux Monde», note le poète Octave Crémazie, en 1867. Ce poids culturel et, en l'occurrence, linguistique de la France engendrera des débats importants tout au long du XXe siècle, culminant dans la question controversée du joual au début des années 60, et conduisant aujourd'hui à la pleine acceptation d'un français québécois. Ce cours vise à faire le point sur les grands débats qui ont marqué les rapports entre la langue et la littérature au Québec, plus particulièrement au XXe siècle: la nationalisation de la littérature canadienne sous l'impulsion de Lionel Groulx et de Camille Roy, la querelle des régionalistes et des exotiques durant les années 20, la première prise de distance vis–à–vis de la France au milieu du siècle, la controverse du «joual», la langue populaire du Québec, au début des années 60, et le nouveau rapport à une langue française d'Amérique, manifeste depuis une quinzaine d'années. Il s'agira aussi, en fin de parcours, de se demander s'il ne devrait pas exister une histoire, et donc une approche propre aux «jeunes littératures». (1 unit)

Contrôle des connaissances:
L'étudiante ou l'étudiant aura à lire ce recueil, et à produire trois courts travaux écrits d'environ deux ou trois pages chacun, faisant le bilan de ses connaissances acquises au terme de chaque semaine de cours. Ces travaux seront évalués de manière progressive: 25%, 35% et 40%.
Texte: Le cours s'appuiera entièrement sur un important recueil de textes photocopiés, qui offrira des extraits d'essais et d'œuvres littéraires représentant chaque étape de cet importante question, propre au Québec, certes, mais aussi à toute littérature en situation coloniale dès sa naissance.

675 Lectures: littérature et critique (Literature and Criticism)

Carol Rifelj
(10:00 - 11:00)
du 22 juillet au 11 août

Lire la critique, c'est prêter l'oreille à une conversation en cours à propos de la littérature. Cette conversation a des voix parfois discordantes, que peut-elle nous offrir pour notre propre lecture du texte? Nous regarderons de près plusieurs œuvres littéraires majeures, notamment certains poèmes de Baudelaire et des passages de Proust; et nous les mettrons en contact avec une constellation d'approches critiques, dont certains textes fondateurs de la critique moderne; les critiques structuraliste, post-structuraliste et féministe; les *cultural studies*. Il ne s'agit ni d'une histoire ni d'un panorama de la critique, mais plutôt d'une lecture parallèle d'œuvres littéraires et d'une sélection de critiques les abordant. (1 unit)
Activités liées au cours:
1. Séance à la bibliothèque: informatique et recherche littéraire.
2. Une ou deux conférences des professeurs de littérature de l'École française qui présenteront leur approche critique.
Contrôle des connaissances: Direction d'une discussion sur un texte et un ouvrage critique, courts devoirs écrits en réponse aux lectures, dossier analysant des critiques de l'œuvre littéraire de son choix, participation active à notre "conversation" sur la litterature.

Texte: Baudelaire, *Les Fleurs du mal*. Polycopié (extraits littéraires, sélections d'ouvrages critiques)

766 Enfance, adolescence: Combourg, Combray, rue Le Goff *(Autobiographies)*

Bernard Masson
(14:30 - 15:30)

Initiation à l'écriture autobiographique. On conduira l'enquête à travers les lieux de mémoire dont l'évocation poétique est au cœur de trois œuvres majeures de la littérature française. Par un large choix de textes exemplaires, on envisagera les trois œuvres sous divers aspects complémentaires: comme documents historiques, comme témoignages d'un art écrit, comme exercices spirituels vers la connaissance de soi et la recherche de la vérité. Des documents pédagogiques seront remis aux étudiants chaque fois que nécessaire.
Contrôle des connaissances: Deux exercices écrits, l'un à mi-parcours, l'autre en fin de session, permettront d'évaluer les connaissances et la maîtrise du français écrit.
Textes: Chateaubriand, *Mémoires d'outre-tombe*, Livre iii, (GF Flammarion) ISBN 2-08-070906-2;
Marcel Proust, *Du côté de chez Swann*: Combray, I et II, (Gallimard, coll. «Folio classique») ISBN 2-07-037924-8;
Jean-Paul Sartre, *Les Mots* (Gallimard, coll. «Folio») ISBN 2-07-036607-3.

779 Problématique de la littérature antillaise *(Literature of the French West Indies)*

Jean Bernabé
(10:00 - 12:00)
du 1er juillet au 21 juillet

Ce cours prend appui sur une approche sociohistorique, sociolinguistique et sociolittéraire, des Antilles francophones. Il vise à faire émerger les problématiques que rencontre la littérature antillaise dans la prise en charge des représentations symboliques suscitées par la réalité antillaise et la gestion du matériau linguistique à l'œuvre dans le conflit des langues: créole et français.
Référence sera faite à deux autres ouvrages:
Mayotte Capécia, *Je suis martiniquaise* (extraits seront fournis pendant le cours);
Jean Bernabé, Raphaël Confiant, Patrick Chamoiseau, *Éloge de la Créolité* (Edition Gallimard).
Contrôle des connaissances:
L'évaluation portera sur un dossier terminal se présentant sous forme de dissertation.
Textes: *Il est fortement conseillé aux étudiants désireux de s'inscrire dans ce cours d'avoir lu les œuvres au programme:*
Aimé Césaire, *Cahier d'un retour au pays natal* (Présence Africaine, coll. «Poésie») ISBN 2-70-870420-6;
Joseph Zobel, *Rue case nègres* (Présence Africaine, coll. «Littérature) ISBN 2-70-870433-8;
Patrick Chamoiseau, *Chronique des sept misères* (Gallimard, coll. «Folio», 1988) ISBN 2-07-038062-9

788 Pérennité de la littérature francophone du Maghreb

Rachid Boudjedra
(8:00 - 10:00)
du 22 juillet au 11 août

La littérature maghrébine d'expression française a vu le jour dès la fin du XIXème siècle avec la publication dans la presse coloniale éditée en Algérie de poèmes et de nouvelles en langue française dont la figure de proue est - en Algérie - Djilali Ben Hamou (1870-1932). Littérature folkloriste, exotique et assimilationniste, elle laissera très vite la place après la deuxième guerre mondiale à une littérature anti-colonialiste avec le premier roman de Mouloud Feraoun en 1946. Avec Feraoun, Dib, Mammeri, Sifrioui, Driss, Charaïbi, c'est le roman moderne maghrébin qui fait intrusion dans la littérature française. Cette tendance sera relayée en pleine guerre d'Algérie par Jean Sénac (*Corps-Poèmes*, 1954), Kateb (*Nedjma*, 1956) Djébar (*les Alouettes Naïves*, 1958), Bourboune (*Le Mont des Genêts*, 1960), Anna Greki (*Rhapsodie*, 1962), etc. Une dizaine d'années après les indépendances, apparaît une troisième rupture, avec l'émergence d'une 'littérature de l'intérieur' qui pose les problèmes du Soi et non plus de l'Autre et essayera d'imposer une écriture basée sur les techniques modernes et la transgression des trois tabous fondamentaux: religion, politique et sexualité. Avec Kheireddine (*Agadir*, 1967), Boudjedra (*La*

Répudiation, 1969), Khatibi (*La Blessure*, 1972), Ben Jelloun (*Harrouda*, 1973), Meddeb (*Talismano*, 1975) Mimouni (*Le Fleuve Détourné*, 1980) et Djaout (*Le Chercheur d'Os*, 1990). Il s'agit dans ce cours de montrer qu'il y a une continuité, une dynamique et une permanence de cette littérature francophone du Maghreb.
Contrôle des connaissances: Deux dissertations (à la moitié du cours et à la conclusion)
Lecture recommandée: Jean Dejeux, La littérature maghrébine de langue française (Presses Universtaires de France, Coll. «Que Sais-Je», No. 2675, 1992) ISBN 2-13-044762-7
Œuvre étudiée: R. Boudjedra, *L'escargot entêté* (Gallimard, coll. «Folio Roman», 1985) ISBN 2-07-037686-9

Civilisation

531 Communiquer et vivre avec les régions de France *(French Culture by Region)*

Jean-Rémy Bure

Il s'agira de décrire les caractéristiques sociales, économiques et culturelles des régions de France. Les étudiants participeront de façon active à la découverte des régions sélectionnées. La France est une tapisserie de saveurs particulières. Malgré sa tradition politique centralisatrice, elle se laisse découvrir et aimer dans la diversité de ses régions. Il s'agira de décrire les caractéristiques du tissu régional français. Les étudiants seront invités à prendre personnellement en charge plusieurs aspects des régions sélectionnées (Basse et Haute-Normandie, Bretagne, Aquitaine, PACA, Ile-de-France) à partir d'une documentation écrite et audiovisuelle, ainsi qu'à partir d'internet. Ils seront amenés à exprimer leur créativité orale et rédigée. Les travaux écrits comprendront des rédactions de style général et professionnel.
Texte: *La France et ses régions* (INSEE, 1997) ISBN 2-11-066-505X.
- Polycopié de textes de presse

532 Comprendre la France d'aujourd'hui: institutions, citoyenneté, économie et culture *(Modern French Civilization)*

Dominique Agostini

L'objectif du cours est de replacer les transformations les plus récentes de la société française dans le cadre d'évolutions de longue durée et de tendances profondes. Il ne s'agit donc pas de présenter un tableau factuel mais de prendre du recul afin de comprendre les mécanismes fondamentaux d'une société industrielle complexe. L'approche pluridisciplinaire permettra aux étudiants de se familiariser à l'économie, au droit, à la science politique. Le cours portera donc principalement sur les institutions (État, gouvernement, justice, école), l'économie (entreprise, budget, fiscalité, monnaie, la santé (la famille, l'immigration, la culture). Dans chacun de ces thèmes on soulignera les continuités et les ruptures. Une large place sera accordée à l'histoire. (1 unit)
Contrôle des connaissances: Un dossier d'une dizaine de pages sur un sujet au choix . La note sera divisée en trois - le plan / - 1ère partie / 2ème partie.
Texte: Bernard de Gunten, Arlette Martin, Mauricette Niogret. *Les Institutions de la France* (Nathan, coll. «Repères pratiques», 1998) ISBN 2-09-182425-9

639 Affaires, destination France, destination ALENA *(Business French and the Francophone World)*

Jean-Rémy Bure
(10:00 - 11:00)

Ce cours a pour objectifs l'initiation aux fonctions administratives et commerciales de l'entreprise et la sensibilisation aux mentalités de France et de l'Amérique francophone (en particulier le Québec) à travers la vie professionnelle. Les étudiants pourront se familiariser avec la communication d'entreprise: entretien d'embauche, curriculum vitae, lettre de motivation, correspondance commerciale. On parlera aussi des spécificités des négociateurs français et québécois. L'interculturel sera privilégié. Ce cours s'adresse à toute personne désirant s'initier au monde des affaires en français: professeur de français souhaitant élargir son champ d'enseignement, personne travaillant en entreprise ou dans l'administration, étudiant(e) voulant s'ouvrir des perspectives professionnelles. Les méthodes d'enseignement, orales et écrites, seront fondées sur la participation active des étudiants, la mise en situation concrète et l'utilisation de

documents authentiques. (1 unit)
Texte: *La correspondance commerciale française* (Nathan, coll. «Repères pratiques», 1993) ISBN 2-09-176304-47.

646 Ce que nous dit la caméra, ou: La société française vue par le jeune cinéma d'aujourd'hui *(Modern French Society through the Camera's Lens)*

Pierre-François Mourier
(14:30 - 15:30)

Le chômage, la montée des insécurités, la drogue, la banlieue, l'éclatement de la cellule familiale, bref, tout ce que certains sociologues nomment la 'déliaison', tel est le miroir que nous tend le jeune cinéma français. Mais il nous montre aussi la solidarité, la valeur de l'amour, la possibilité d'une vie autre et l'espoir de refonder une communauté. En d'autres termes, le cinéma français contemporain nous permet de découvrir, de façon originale, les tensions (politiques, sociales, familiales, intellectuelles, morales...) qui traversent notre société - il ne s'agira pas pour nous d'étudier le cinéma comme un art, mais comme un document. Nous désirons, dans ce cours, donner à des étudiants gradués les outils indispensables pour décrypter, au moyen de ce médium bien particulier qu'est le cinéma, certains mouvements de fond qui traversent, menacent ou au contraire nourrissent notre société. L'objectif est également de permettre à nos étudiants, dans leur pratique professionnelle future, et en particulier bien sûr s'il s'agit d'enseignants, de faire profiter à leur tour leurs élèves de cette méthode à la fois précise et ludique. (1 unit)
Contrôle des connaissances: Il sera exigé de chaque étudiant deux devoirs écrits, sous la forme d'essais sur un problème particulier présenté par tel ou tel film. Les participants à ce cours forment et animent sous la direction de leur professeur le Cercle des Cinéphiles de l'École française (nous présentons environ vingt films par session), animation qui constitue la note orale de chaque étudiant.

731 La Francophonie, histoire d'une langue et géopolitique *(The Francophone World)*

Jean-Claude Redonnet
(8:00 - 9:00)

Ce cours a pour but de présenter un thème majeur dont la compréhension et la pratique sont devenues nécessaires, notamment pour le professeur de français, sous ses aspects historiques, culturels, sociaux et linguistiques. Étude de l'espace francophone, expression des identités, rencontre des langues et des culures, analyse des stratégies francophones en matière de solidarité et de développement. (1 unit)
Contrôle des connaissances: Un exposé oral sur l'un des points de la problématique francophone (40%). Un essai de synthèse (40%). Une note de participation aux cours et à la recherche documentaire (20%).
Texte: Michel Tétu, *Qu'est-ce que la Francophonie?* (Hachette Edicef, 1997) ISBN 2-84-129349-1

734 L'Art de l'Ancien Régime et le Néo-classicisme jacobin: du plaisir comme art de vivre à la vertu républicaine. *(Art History, from Ancien Régime to Neo-Classicism)*

Charles Sala
(13:30 - 14:30)

Dans une première partie on retracera, à travers les XVIIème et XVIIIème siècles, le déroulement de deux périodes de l'Art royal et aristocratique. D' abord en analysant l' ensemble du château de Versailles (architecture, peinture, sculpture, jardins), ainsi que la peinture de chevalet du même siècle, celle de Poussin et du Lorrain et les œuvres de Boucher et de Fragonard, pour le XVIIIème siècle. Ensuite le travail sera focalisé sur la Révolution de 1789 et sur les nouvelles valeurs esthétiques bourgeoises et jacobines. On présentera la peinture de David ainsi que les idées principales du Néo-classicisme au service de la Révolution. La partie terminale sera consacrée aux tableaux de David exaltant l'épopée napoléonienne et aux caricatures et gravures révolutionnaires.
Contrôle des connaissances:
Un entrevue pendant la deuxième semaine, une lecture d'images en classe pendant la troisième semaine, un dossier de 14 pages à rendre à la fin du cours.

691 Enseigner le français aux débutants aux États-Unis *(Teaching Beginners' French)*

Guy Spielmann
(13:30 - 14:30)

Ce cours se propose de soulever du double point de vue de la pratique et de la théorie les questions qui se posent à l'enseignant de «cours de langue» pour débutants. Nous réfléchirons de façon critique sur les problèmes que présentent la création d'un cursus pour débutants et l'enseignement des cours, en confrontant philosophies éducatives, théories pédagogiques et didactiques, techniques d'enseignement et questions logistiques; nous tiendrons également compte de l'expérience personnelle des participants, ainsi que de modèles possibles, dont les propres cours de l'École française. Ce cours permettra à tous les participants de constituer une gamme d'outils tant conceptuels que pratiques permettant à chacun de mieux concevoir ou de repenser un cursus pour débutants dans sa propre institution. Parmi les thèmes abordés: mettre au point un cours reflétant de façon réaliste des objectifs institutionnels et des principes pédagogiques et didactiques solides et cohérents; intégrer un enseignement linguistique (grammaire et vocabulaire) et communicationnel à celui de contenu (historique, géographique et culturel); choisir, se procurer et utiliser des documents authentiques; exploiter des ressources multimédia et des ressources en ligne; choisir un manuel selon une approche systématique et rationnelle; utiliser le français exclusivement comme langue d'enseignement.

- Ce cours est réservé en priorité à ceux et celles qui ont déjà au moins un an d'enseignement à leur actif.
- Le programme du cours est disponible au http://cweb.middlebury.edu/debutant/fr691.htm
- Les participant(e)s sont prié(e)s d'apporter le(s) manuels qu'ils/elles utilisent actuellement pour enseigner leurs propres cours de langue. (1 unit)

  Contrôle des connaissances: Compte-rendu oral d'observations des cours de débutants (101-201); Dossier de recherche thématique, avec exposé en classe: synthèse critique d'articles de didactique et de matériaux pédagogiques; Participation.

Texte: Lecture préliminaire *obligatoire*: Oliver Reboul, *La Philosophie de l'éducation*. (Presses Universitaires de France, collection «Que sais-je?» No 2441, 1995) ISBN 2-13-044951-4.

797 et 798 Apprendre en faisant, Cours-Ateliers de didactique *(Hands-on Professional Development Seminars)*

(9:00 - 11:00)

Ces cours-ateliers mettent l'accent sur l'utilisation pédagogique de supports et matériaux divers tels que le multimédia, les films, la presse et la publicité. Ils proposent un format varié de conférences, présentations discussions, manipulations, activités et projets individuels et collectifs. L'ensemble se compose de deux parties distinctes et complémentaires. *NB: Les étudiants suivent obligatoirement 797 et 798 pour être crédités.*

797 Multimédia (voir ci-dessus)

Gilberte Furstenberg
du 1er juillet au 21 juillet

La première partie de cet ensemble pédagogique porte sur le multimédia, elle comprend:
- un historique du développement des technologies interactives, vidéodisque, cédérom, web, DVD;
- l'évolution de nombreux types de cédéroms et de sites web;
- un travail sur les différentes notions d'interaction et d'interactivité;
- une analyse du rôle de l'enseignement dans un environnement multimédia;
- la conception et mise en œuvre de tâches pédagogiques complexes particulièrement appropriées au multimédia;
- une réflexion sur l'intégration de la technologie dans un cours de langue;

Les projets tiendront compte du contexte d'enseignement de chacun des étudiants. (1 unit; voir ci-dessus)

Contrôle des connaissances:
Porte à la fois sur l'acquisition des contenus et sur la réalisation de projets

798 Situations et pratiques (voir ci-dessus)

Jacques Pécheur
du 22 juillet au 11 août

La deuxième partie porte sur les situations et pratiques:

a) Situation de classe

Moi professeur; moi professeur dans la classe; moi et mon savoir; moi et mes étudiants.

Travail à partir de test d'échelles d'auto-évaluation, de questionnaires

b) Situation d'apprentissage

Ce que je sais; Ce que j'apprends; Ce que je fais en classe et pour la classe; Ce que je pourrais apprendre

Travail à partir de QCM, d'exercices de style, d'analyse des manuels, de lectures complémentaires dirigées.

c) Situations de communication

Les composantes de la communication; Prises de parole; Face à l'erreur

Travail à partir d'analyse de documents, de construction de grille, de participation à un débat, de fiches d'observation, d'analyse de travaux d'élèves.

d) Pratiques de classe

Quelles méthodologies? Des méthodes aux approches: inventaire.

Oral:

Techniques de l'expression oral; Typologie d'exercices; Élaboration de grille d'écoute et de compréhension;

Analyse de documents sonores extraits de méthodes

Travail à partir d'émissions de radio, de canevas de jeu de rôle, d'extraits de méthodes.

Écrit:

Êtes-vous un bon lecteur? Lire / produire; Passage à l'écrit: analyse de méthodes - les composantes de la lecture

Travail à partir de test, d'exercices de production, de grilles d'analyse, d'extraits d'articles.

Grammaire:

Moi et la grammaire; Grammaire et exercices; Analyse de méthodes; Élaboration d'une démarche de classe.

Travail à partir de questionnaires, de tests, d'analyse et de production de documents.

Civilisation:

Approches, savoir et compétences et pratiques culturelles: analyse de notions - élaboration d'une fiche pratique à partir de documents de civilisation.

e) Moi et mon manuel

- Création d'une grille d'analyse
- Documents authentiques: que faire avec un magazine? un dépliant? une chanson? une publicité? un document sonore? un document vidéo? (1 unit; voir ci-dessus)

Contrôle des connaissances:

- Elaboration de démarches de classe sous forme de 3 fiches pratiques (50%)
- Réalisation d'un petit mémoire (10 pages) (30%)
- Participation en cours (20%)

Texte: Chaque participant se munira du manuel qu'il utilise ou voudrait utiliser dans sa propre classe

Activités, enrichissement linguistique et culturel (Co-Curriculum)

Certaines activités sont destinées en priorité aux étudiants inscrits dans certains cours dont elles constituent le prolongement naturel, sans donner lieu à l'attribution de crédits. Les tables-rondes, conférences, spectacles, ateliers, sont le plus souvent ouverts à l'ensemble de l'École française. Elles illustrent la longue tradition de Middlebury en matière d'immersion et des savoir-faire qui la rehaussent. Elles nous premettront également d'accueillir pendant la session 1999 plusieurs conférenciers et un spectacle invité. Ces activités comprendront notamment:

L'Atelier du D.M.L: méthodologie individuelle et collective

Directeurs de recherches et invités

Cinq ateliers proposant une présentation publique et une discussion par un étudiant de D.M.L. en cours d'études ou à l'issue de la soutenance de ses travaux, sous la direction d'un spécialiste, directeur de recherche, invité etc.

L'Atelier de linguistique appliquée (*phonétique et morphophonologie)*

Annie-Claude Motron
Nathalie Heinry

Cet atelier permet aux participants, à partir de documents élaborés collectivement ou choisis parmi des enregistrements de chansons, de lectures de poèmes ou pris sur le vif, de maîtriser les spécificités du fonctionnement oral afin d'améliorer, grâce à des activités ludiques et créatives, leur

compréhension et leur expression. Les thèmes proposés seront: phonétiques (voyelles nasales, le /R/, la chute du /@/ ...); morphophonologiques (les marques orales du genre, du nombre et du temps, ...); stylistiques (la liaison, la chute de phonèmes, la lecture poétique).

L'Atelier du peintre: métier classique et regard contemporain

Denis Rivière

Dans la tradition de la peinture française (Poussin, Ingres, Courbet...) et dans la sensibilité du regard contemporain, autour de l'artiste au travail dans son atelier et sous sa direction, apprentissage en français de la technique et de l'approche picturale. Une partie de ce travail se fera en étroite relation avec les thèmes choisis de concert et développés par le cours-atelier d'écriture de Jean-Michel Raynaud. Moment privilégié de détente et de création, où se mèleront les aspects professionnels et poétiques. Exposition finale des œuvres de l'artiste et des élèves.

Spectacles des étudiants et des enseignants

Michel Gabrielli

Deux spectacles seront présentés dans ce cadre pendant la session d'été: Au château, une lecture dramatisée d'un choix de lettres dans la correspondance de Marcel Proust. Au théâtre Wright, une pièce représentative du répertoire traditionnel ou contemporain français. Dans les deux cas la participation d'étudiants (gradués et sous-gradués) et d'enseignants sera sollicitée (avec auditions).

Chorale, Concert de l'École française

Bonnie Woolley

Préparation et présentation d'un concert vocal et instrumental inédit de musique française et francophone. La participation d'étudiants et d'enseignants est sollicitée. Répétitions de l'ensemble et par pupitres. Pensez à apporter votre instrument de musique et des partitions.

Le Cabaret, La soirée « chansons »

Micheline Masson

Pour ces deux spectacles - vaste divertissement sous les projecteurs du gymnase Pepin, - choix de

chansons dans l'intimité d'un salon de prestige au Château, l'invention créatrice des chanteurs, des musiciens, des comédiens, professionnels ou amateurs, présents sur le campus, sera sollicitée dès le début de la session. Un travail d'équipe rigoureux, dans l'enthousiasme.

Le Cercle des Cinéphiles

Pierre-François Mourier

Autour du meneur de jeu et des étudiants du cours 637, discussions et débats sur le film présenté pendant la soirée.

The School in France

Headquarters in Paris

The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.
Director (1999/2000): NANCY O'CONNOR, Professor of French, Middlebury College. Ph.D., Cornell University.
Assistant to the Director: DANIELLE LACARRIÈRE

Faculty

Courses are taught by faculty members of the University of Paris III-Sorbonne Nouvelle, other branches of the University of Paris and various French institutes.

Living Abroad

Middlebury seeks to offer students abroad a blend of structure and independence. The College's role is to oversee the academic aspects of the experience, while students are responsible for their own finances, and their living and travel arrangements. The School in France helps students to secure housing in a wide variety of student residences, rooms, and other lodgings.

Cost

Students pay only tuition to the Middlebury College School in France, since they are responsible for their own travel, room, and board. Tuition

charges for 2000-2001 will be published in November, 1999. Bills for tuition for full year and both semester programs are due in August. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, the overall cost of a year in Paris - including passage but excluding travel while in Europe - should be approximately $25,000 to $27,000.

Financial Aid

Financial aid from Middlebury College is available only to students earning an undergraduate or graduate Middlebury degree. Non-Middlebury undergraduates should apply to their home institutions.

Application and Admission

Applications for the 2000-2001 academic year abroad will be available in November, 1999. Applications for the undergraduate program should be submitted by January 31, because the program is often filled by early February. Only students in Middlebury's B.A. program may apply for the semester program. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled, sometimes as early as March. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 1. Contact the School in France, Middlebury College, Middlebury, Vermont 05753-6131, telephone: (802) 443-5510.

The Undergraduate Program

Middlebury's undergraduate program in Paris is open to students who have completed two full years of college course work, with at least a B- average overall and a B average in French. They must also have reached a level of proficiency equivalent to the fifth semester of college French, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. The semester option is open to matriculated Middlebury undergraduates only (see below). Attendance at the French School's seven-week

summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the undergraduate program. However, in cases where remedial language work appears necessary or desirable, the dean of the Language Schools reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the undergraduate program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Undergraduate students enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. Beginning in early September, a preliminary session at Reid Hall offers language work and an introduction to Paris. After the preliminary session, undergraduate students may choose among the course offerings at the University of Paris III-Sorbonne Nouvelle; political science, economics, and international relations at the Institut d'Etudes Politiques (entrance by examination); economics at a private law and economics school; and language, literature, and civilization at the Middlebury School in France. All instruction is in French.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the Institut d'Etudes Politiques leading to the Diplôme du Programme International de Sciences Politiques et Sociales. Candidates for acceptance in the Programme International, whether to prepare the Diplôme or simply to enroll in a few courses, must pass an entrance test which covers language and knowledge of current events.

Courses in studio art or music may be available to qualified undergraduate majors by arrangement. Prior approval by the student's adviser and the French foreign-study adviser is required.

Semester Option

A limited number of students in Middlebury College's B.A. program may apply to the semester program if the full year is not academically feasible

for them. Students applying for the semester option must take FR 230 (Introduction to Contemporary France) or the equivalent (ie, French School level 3). Please note that courses at the Institut d'Etudes Politiques are *not* available to spring-semester students. After the preliminary session, students may take courses in literature, language, and civilization at the University of Paris-III and Reid Hall. Semester candidates should note the FR 230 requirement and the requirement to register in one language course while in France. N.B.: If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits
A student's workload must be approved by the director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students should discuss the transfer of credit with their advisers well before they go abroad. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine Middlebury College course units; Middlebury undergraduates in the semester program earn five units.

The Graduate Program
After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the mémoire, a short thesis required of all candidates for the M.A. degree.
During the academic year following the preliminary session, graduate students earn the remaining

eight units toward the twelve required for their degree. In addition to the mémoire (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses in a variety of areas may be taken at the University of Paris III-Sorbonne Nouvelle; language practice, civilization, and literature at the Middlebury School in France (Reid Hall); and the French business context at the École Commerciale de la Chambre de Commerce et d'Industrie de Paris. A limited number of courses are also available at the Institut d'Etudes Catholiques ("Catho"), including a course in the teaching of French as a foreign language,.

Courses
The following courses, among others, have been available in recent years:

*Courses open to graduate students only.
+Courses open to undergraduate students only.
(No symbol means open to both graduate and undergraduate students.)

Preliminary Session

Courses for Undergraduates
+Language
+Introduction to Paris

Seminars for graduates
*Jeux de l'espace et du temps dans la littérature française depuis les années 1950
*La femme dans le roman français du XIXe siècle
*Le monde des jeunes
*La vie politique en France
*La presse écrite en France
*Histoire de Paris de Lutèce à nos jours

Université de Paris III-Sorbonne Nouvelle
(semester or year-long courses)

Introduction à l'analyse linguistique
+Introduction à la poétique des textes
Le mythe de Tristan: récits brefs et romans
Romanesque, aventure et passion au XVII^{e} siècle
*Racine et la tragédie classique en France

XVIII[e] siècle: la naissance de l'individu
XIX[e] siècle: Le mythe de Napoléon
Le Conte fantastique à l'époque romantique
L'Imaginaire de la mer aux XIX[e] et XX[e] siècles
XX[e] siècle: Le Mythe d'Orphée
Poésie et réalité au XX[e] siècle
*Malraux
La littérature française de l'entre-deux-guerres
*Approches de la littérature moderne et contemporaine: cosmopolitanisme et aventures
*Enfance et adolescence dans le récit autobiographique
*Littérature et peinture
Littératures francophones: le Canada (Québec, Acadie)
*Poétique des littératures francophones
Le roman africain et la narrativité
*Littératures francophones et nouvelles écritures
Littérature francophone dans le monde arabe
Histoire du théâtre
Littérature, théâtre et cinéma
Initiation à l'analyse de films
+Problématique historique de l'intégration européenne
+Problématique de l'intégration économique européenne
+Mémoire de France, mémoire d'Europe
+La construction culturelle des identité nationales
La France politique au XX[e] siècle
La France dans l'Europe et dans le monde

Instruction in English:

Time and the Novel (Hawthorne, *The Scarlet Letter,* James, *the Ambassadors)*
Literature, Myth, and Language (Twain, *The Adventures of Huckleberry Finn,* Morrison, *Beloved)*
Time and Poetry: (Donne, *Poems,* Eliot, *The Waste Land)*
Transgression and Traditions in the Novel (Sterne, *Tristram Shandy,* Dickens, *Bleak House)*

Institut d'Études Politiques
(semester courses)

+France (1880-1990): Histoire d'une nation politique (fall)
+Théorie des relations internationales (fall)
+Les Méthodes et les données de la macroéconomie (fall)

+La Vie politique française sous la V[e] République (fall)
+Etudes comparées des sociétés d'Europe occidentale (fall)
+Histoire de l'Europe: concordances et discordances (spring)
+L'Union Européenne: enjeux et perspectives (spring)
+Les Grands Problèmes économiques contemporains (spring)
+Comportements politiques en Europe (spring)
+Les transformations de l'Europe centrale et orientale (spring)

Faculté d'Économie et de Droit ("FACO")
(semester or year-long courses)

+Théorie et pratique de l'économie internationale (year)
+Organisation de l'économie (fall)
+Relations économiques internationales (fall)

Institut d'Études Économiques et Sociales (I.E.S.)
(semester course)

+Introduction à l'Islam et aux problèmes du Moyen-Orient

Middlebury - Reid Hall
(semester courses; semester is specified where it is known)

+Langue et société (fall, spring)
Une étude, sous les angles théorique et pratique, des différentes formes du français en s'appuyant sur la sociolinguistique.

+Structurer les discours écrits (fall, spring)
L'étude parallèle de certains types de discours écrits - lettres, discours persuasifs, récits, rapports - et des structures grammaticales qui leur sont particulières.

*Pratiques de l'écrit (fall)
Pour faire acquérir aux étudiants une bonne maîtrise du français : reformulation, explication, développement, argumentation, etc.

*Traduction (fall)
Textes littéraires, juridiques, de bandes dessinées, de publicités, d'articles de journaux, de proverbes... Du français à l'anglais et vice versa.

La France : de l'Absolutisme à la Révolution et à l'Empire (fall)
Art, pensée, structures politiques du XVIIe siècle; la transformation des structures économiques et des structures mentales qui mène à la Révolution.

La France : XIXe et XXe siècles (spring)
De la révolution industrielle à 1945, l'évolution de la France dans un contexte mondial.

*Promenades parisiennes dans la littérature française
Aspects pittoresques et motivations profondes, de Villon à nos jours.

Les Relations Franco-africaines du XVe siècle à nos jours
Période précoloniale et décolonisation de l'Afrique, jusqu'à l'époque actuelle. Le cours se terminera sur la question d'un éventuel conflit franco-américain en Afrique.

+La France et l'Europe
Il s'agira de comprendre le rôle et la place de la France dans la construction de l'Europe. Nous essaierons également de tracer une évolution probable de l'Europe à l'avenir.

+L'Europe économique: Enjeux et défis
Le cours vise à permettre une compréhension des grands enjeux et défis de la construction économique européenne contemporaine.

*Sociétés et mentalités européennes
Ce cours présentera des définitions de "l'Ouest" et de "l'Europe", et les concepts principaux de l'histoire européenne.

+Le Théâtre au XVIIème siècle
Le grand théâtre classique français dans toute sa gloire, mais aussi les étapes de son évolution: le baroque et la farce du début du siècle; le Classicisme; la fin du siècle avec le théâtre italien et la comédie satirique.

+Renaissance, Baroque, Classicisme (spring)
L'œuvre des grands peintres, sculpteurs et architechtes de la France de la Renaissance et du "Grand Siècle": de l'avènement de François Ier à la mort de Louis XIV.

+Urbanisme et architecture de Paris (fall)
Les rapports existant entre les productions artistiques et les diverses manipulations idéologiques, en relation étroite avec le contexte historique.

École Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)
(year-long course)

*Aspects sociaux, économiques et géographiques de la France contemporaine: le français des affaires. (Students enrolled in this course take the examination for the Diplôme supérieur de français des affaires at the end of the academic year.)

Teaching Internships
By special arrangement, qualified graduates and undergraduates may act as native informants in English at a level corresponding to junior or senior high school. Interested graduates may also work with students at l'E.S.I.T. (École Supérieure d'Interprètes et de Traducteurs) to help them perfect their English. (No credit is given for these *stages à titre bénévole)*

École française
The French School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
Coordinator: Beverly Keim
(French School & Graduate Program in Paris)
Telephone:(802) 443-5510
Fax: (802) 443-2075
E-Mail: languages@middlebury.edu

Eté 1999 / Summer 1999
Seven-Week Session
June 25 - August 13
Total: $4,485
Tuition $2,860; Board $1,160; Room $465
Six-Week Graduate Session
June 28 - August 13
Total: $4,360
Tuition $2,860; Board $1,075; Room $425

Academic Year 1999-2000
Graduate Program in France (Paris)
Tuition: Full Year $11,315
Undergraduate Programs in France (Paris)
Tuition: Full Year $11,485; Semester $6,000

For information regarding the Undergraduate Programs Abroad, contact the:
Office of Off-Campus Study
Telephone: (802) 443-5745
Fax: (802) 443-2075
E-Mail: schoolsabroad@middlebury.edu

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

The Language Pledge

"The Language Pledge"
and "The Language Schools"
are service marks
of Middlebury College.

THE SCHOOL IN FRANCE

1999-00

The Schools Abroad

MIDDLEBURY COLLEGE

The School in France

SUNDERLAND LANGUAGE CENTER
MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5745
SCHOOLSABROAD@MIDDLEBURY.EDU
http://www.middlebury.edu/~ls/Paris

Middlebury College School in France
4, rue de Chevreuse
75006 Paris, FRANCE
Telephone: 011-33-1-43.20.70.57

1999-2000 Tuition:

Academic Year: $11,485
Semester: $6,000

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The School in France

The School in France has its office in Reid Hall, an 18th-century *hôtel particulier* in Montparnasse, on the Left Bank. Middlebury seeks to offer students abroad a blend of structure and independence: the College's role is to oversee the academic aspects of the experience, while students are responsible for their own finances.

All Middlebury students are registered at the University of Paris III *(Sorbonne Nouvelle);* they may also take courses at the *Institut d'Etudes Politiques de Paris,* the *Institut d'Etudes Economiques et Sociales,* and the *Faculté Libre d'Economie et de Droit.* In addition, some complementary courses are organized for Middlebury students at Reid Hall. Our program encourages the improvement of already well-developed language skills and seeks to promote a deeper understanding of French, francophone, and European cultures. All instruction is in French unless otherwise indicated (university courses in English and American literature).

We strongly urge all students to enroll in the undergraduate program for the full academic year: compared to a shorter stay, the linguistic, academic, and personal benefits of a ten-month stay are incalculable. We do however offer limited spaces in fall and spring semester programs, normally open to Middlebury College undergraduates only, for students who for compelling academic reasons cannot spend the academic year in Paris.

GRADUATE PROGRAM: The School in France also offers a year-long program in Paris for college graduates wishing to prepare a Master of Arts in French language, literature, and civilization at the Middlebury College French School. Applicants should have their B.A. in French, or have equivalent preparation. Students must complete one summer of course work at the graduate level in the French School on the Vermont campus before joining the program in Paris. For additional information on the M.A. program, please contact the Middlebury College Language Schools at (802) 443-5510 or at languages@middlebury.edu or see http://www.middlebury.edu/~ls.

Middlebury Language Pledge

While abroad, students are expected to maintain the spirit of the Middlebury College language pledge. It is expected that no English will be used, except for emergency consultations with the Director.

Credit

Grades and credits are awarded by the Director of the program based on the recommendation of the School in France instructors. Students receive nine units of credit for the academic year, five units for the fall semester, or five units for the spring semester. Students who transfer their credits to other institutions typically receive 15-16 semester hours of credit or 20-25 quarter hours per semester, for 4-5 courses. The awarding of transfer credit is the responsibility of the student's home institution.

Grade reports for semester students will be mailed to their permanent mailing addresses after the semester ends. Full year students will be given grade reports for the fall semester by the Director, and grades for the spring term will be mailed to their permanent mailing addresses during the summer.

Grades are automatically recorded on each student's Middlebury College transcript. Other institutions will NOT automatically be notified of grades earned abroad. Students who wish to have copies of their official transcripts sent to their home institutions must submit Transcript Request Forms (available in the School in France office) to: Director of Academic Records, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Calendar

A required preliminary session at Reid Hall beginning in early September (early January for spring semester participants) offers language work and an introduction to Paris. Regular fall semester classes begin in early October and continue through the end of January; spring semester courses run from mid-February until mid-June. There are also a number of year-long courses.

A copy of the detailed calendar for the academic year is sent to enrolled students and their parents as soon as it is available. It is based on the French

university calendar, which is sometimes not announced until quite late in the spring, but we will attempt to provide essential starting date information as early as possible.

Financial Aid

The Middlebury College School in France offers financial assistance to Middlebury College undergraduates. Undergraduates from other institutions are encouraged to contact their home financial aid and/or study abroad offices to ascertain whether they are eligible to receive federal, state, or institutional aid to attend the School in France.

Enrollment

Upon acceptance, all students must pay a non-refundable $300 enrollment deposit to be applied to tuition charges. This deposit guarantees a place in the School in France. In case of cancellation or withdrawal, reimbursement of any subsequent tuition payments will be subject to the schedule in the *School in France Handbook* sent to enrolled students in the spring.

Application and Admission

Application materials for the 1999-2000 academic year abroad are available from:

The School in France
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/Paris

To be eligible to enroll in the School in France, undergraduates must have completed two full years of college course work with a B average in French and at least a B- average overall; they must have reached a level of proficiency equivalent to the fifth semester of college-level French, including one course comparable to Middlebury's introductions to literature or civilization, before joining the program. Although participation in the 7-week French School summer

session on the Middlebury campus is not normally a condition of acceptance, it is recommended and may be required of students considered to need further preparation before enrolling in the program in Paris.

Middlebury welcomes applications for admission in the full academic year program from undergraduates enrolled at other colleges and universities. For Middlebury College students the deadline for application to the undergraduate program is February 1 for the fall semester, spring semester, and the full year. For non-Middlebury students the application deadline, for the full year only, is March 1 (students who wish to apply for admission to courses at the *Institut d'Etudes Politiques* will be well-advised to apply earlier.

Please note that all students applying for admission to the School in France must submit a sample of their written French, preferably a graded paper from a recent French course.

Administration and Faculty

Administration

The Director in residence of the School in France, usually a member of Middlebury College's French Department faculty, is available to advise students throughout the year, beginning with a series of orientation meetings on the Vermont campus the previous spring and summer, when questions of course registration, visa formalities, and housing are discussed at length. Students not on the Vermont campus receive all necessary information by mail during the spring and summer. The Director is responsible for all aspects of the academic program and oversees student welfare and conduct.

In 1998-99 the Director is BETHANY LADIMER, Ph. D. Columbia University, Professor of French, Middlebury College. This is Professor Ladimer's fifth term as Director of the School.

In 1999-2000 the program will be directed for the sixth time by NANCY M. O'CONNOR, Ph.D. Cornell University, Professor of French, Middlebury College.

DANIELLE LACARRIÈRE, Assistant to the Director. The Assistant's responsibilities cover aspects of life in Paris including helping students find housing and assisting them in obtaining the *permis de séjour;* she also organizes excursions, theater outings, and other activities throughout the year. Previous to working for Middlebury, Mme Lacarrière's experience included collaboration with Choate-Rosemary Hall's program in France.

Faculty

The following is a very partial listing of faculty at the various institutions where students may take courses. Faculty teaching for Middlebury at Reid Hall normally also have institutional affiliation elsewhere.

DOMINIQUE AGOSTINI (Reid Hall).

EMANNUÈLE BAUMGARTNER (U. de Paris III)

PHILIPPE BERTHIER (U. de Paris III)

JEAN-LOUP BOURGET (U. de Paris III)

MARIE-MADELEINE CHARLIER (Reid Hall)

ARIANE CHEBEL-D'APOLLONIA (U. de Paris III, I.E.P., Reid Hall)

DOMINIQUE COMPÈRE (U. de Paris III)

MARC DAMBRE (U. de Paris III)

JACQUES GÉNÉREUX (Institut d'Etudes Politiques)

ROGER GUICHEMERRE (Reid Hall)

GEORGES GUTMAN (Reid Hall)

PHILIPPE HAMON (U. de Paris III)

RENÉE MOLL (Reid Hall)

PASCAL PERRINEAU (Institut d'Études Politiques)

PIERRE-LOUIS REY (U. de Paris III)

NICOLAS ROUSSELIER (Institut d'Etudes Politiques)

CHARLES SENNINGER (Reid Hall)

CHRISTINE VALERO (Reid Hall)

Program Overview

Academic Program

With the help of their academic adviser and the Director of the School, students select a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. Virtually all Middlebury French majors (including double-majors) study in France, but they make up significantly less than half the number of participants in our undergraduate program. It will not be surprising then that although all courses in the program have an "FR" (French) designation in academic records, they cover a wide variety of areas and disciplines besides French language and literature: political science, history, economics, sociology, history of art, the European Union, philosophy, comparative literatures, film, English and American civilization and literature, to name a few. All students should of course consult their adviser or department chair if they wish to count courses toward specific departmental or college requirements; non-Middlebury students will want to check with their home institution concerning transfer and designation of any credits. A student's workload must be approved by the Director.

Middlebury College in France and the University of Paris III *(Sorbonne Nouvelle)* participate in an agreement through which Middlebury students are directly registered at the University, taking courses with French students as well as students from other countries, and Paris III students come to our Vermont campus.

Students interested in the **social sciences** are especially well-served by offerings at the *Institut d'Etudes Politiques de Paris ("Sciences-Po")*, where they may take courses in history, comparative politics, international relations and economics, with a French and European slant. Well-prepared academic year students with a strong background in the social sciences may wish to take all of their courses at the I. E. P. and earn the *Diplôme du Programme International d'Etudes Politiques et Sociales* if they successfully complete this demanding course of study. Students wishing to take some, or all, of their courses at the *Institut d'Etudes Politiques* must be selected by Middlebury and accepted by the *Institut* on the basis of their language skills and academic background.

Courses in disciplines other than those mentioned above, or in studio art or music, may be available to qualified undergraduates by special arrangement. *Prior approval by the student's academic adviser and the School in France adviser is required.*

Housing

Arrangements for accommodations in Paris are made by students in the spring with the aid of the Assistant to the Director, who keeps an up-to-date list of families and *foyers* (student residences) where School in France students have lived in previous years. This list will be made available to students in April. Prices vary according to the types of accommodation and the rate of exchange: the estimated expense for room and board for the 1998-99 academic year was approximately $8,000.

Travel and Extra-Curricular Activities

During the orientation session in September (January, for spring semester students) students may if they wish participate in visits to museums (eg. Musée d'Orsay, musée Picasso, Louvre) or neighborhoods of historic interest (the Marais, Montparnasse, etc.). Middlebury also organizes an overnight excursion each semester: the fall excursion takes the group to Bayeux, the D-Day landing beaches, Mont-St.-Michel, and Saint-Malo. In the spring we have in past years visited the châteaux of the Loire, and Burgundy .

Students are regularly invited to take advantage of attractive group-rate tickets reserved by the Assistant to the Director for plays (Comédie Française, Théâtres de Chaillot, des Amandiers, etc.), concerts (jazz, classical, dance), opera performances, and other events: she welcomes suggestions! Students are also strongly encouraged to get involved in independent extra-curricular activities, as this is an excellent way to meet French people who share their interests; they may of course also join in activities organized by and for students of the University of Paris III. In recent years students have participated in chorus singing, bicycle excursions, intra-mural tennis, theater, ballroom dancing, hiking, ski trips, volunteer work, and church activities, for instance.

Course Listings

Instruction is available at several institutions in a wide variety of disciplines; the following are representative of courses proposed in the past, but requests for courses in areas not represented here can often be satisfied. All instruction is in French unless otherwise indicated.

Université de Paris III (Sorbonne Nouvelle)

Introduction à l'analyse linguistique
Mythes antiques et mythe arthurien dans la littérature romanesque du Moyen Age
L'Imaginaire de la métamorphose au Moyen Age
Romanesque, aventure et passion au XVII^e siècle
XVIII^e siècle: la naissance de l'individu
XIX^e siècle: Le mythe de Napoléon
Le Conte fantastique à l'époque romantique
L'Imaginaire de la mer aux XIX^e et XX^e siècles
XX^e siècle: Le Mythe d'Orphée
Poésie et réalité au XX^e siècle
Approches de la littérature moderne et contemporaine: cosmopolitanisme et aventures
Enfance et adolescence dans le récit autobiographique
Littérature et peinture
Littératures francophones: le Canada (Québec, Acadie)
Culture du Zaïre: littérature francophone
Histoire du théâtre
Origines du tragique
Initiation à l'analyse de films
Sciences humaines: théorie de l'information et de la communication/philosophie

Instruction in English:

Time and the Novel (Hawthorne, *The Scarlet Letter,* James, *the Ambassadors)*
Literature, Myth, and Language (Twain, *The Adventures of Huckleberry Finn,* Morrison, *Beloved)*
Time and Poetry: (Donne, *Poems,* Eliot, *The Waste Land)*
Transgression and Traditions in the Novel (Sterne, *Tristram Shandy,* Dickens, *Bleak House)*
American Painting

Institut d'Etudes Politiques ("Sciences-Po")

France (1880-1990): Histoire d'une nation politique (fall)
Théorie des relations internationales (fall)
Les Méthodes et les données de la macroéconomie (fall)
La Vie politique française sous la V^e République (fall)
Etudes comparées des sociétés d'Europe occidentale (fall)
Histoire de l'Europe: concordances et discordances (spring)
L'Union Européenne: enjeux et perspectives (spring)
Les Grands Problèmes économiques contemporains (spring)
Comportements politiques en Europe (spring)
Les transformations de l'Europe centrale et orientale (spring)

Faculté Libre d'Economie et de Droit ("FACO")

Théorie et pratique de l'économie internationale

Institut d'Etudes Economiques et sociales

Introduction à l'Islam et aux problèmes du Moyen-Orient

Reid Hall. Normally offered every year.

304 Parole, culture et communication
(fall and spring)
Marie-Madeleine Charlier
This course is designed to help students improve their communicative skills in French by working on phonetics, intonation, and gesture, as well as reflecting on French and American cultural attitudes and practices as they are translated into language. Students are invited to make use of and learn from their everyday language experiences and observations.

411 Discours écrit: analyse et pratique
(fall and spring)
Christine Valero
We will consider different types of discourse —

letters, argumentative discourse, narrative, objective reporting — to review specific grammatical points and improve communicative skills. Attention will be given to organizing one's ideas and writing papers in French university style.

330-Histoire de France: de l'Absolutisme à la Révolution et à l'Empire (1598-1815) (fall)
Georges Gutman
This course will deal with the evolution of Absolutism as both an effect — of economic and political crises going back to the Middle Ages — and a cause — of radical changes in the climate of opinion, social and political structures, and intellectual life (literature, art). The Revolution is a product of these transformations in economic and intellectual outlooks.

333 Histoire de France: XIX^e^ et XX^e^ siècles (1815-1914/18, 1918-1945) (spring)
Georges Gutman
The first period (the triumph of Europe) includes the industrial revolution, the new political class, bourgeois radicalism, the revolutions of 1848 and 1870, colonialism and the rise of the Left. Considerable attention will be devoted to literature and literary movements. During the second period (the decline of Europe, and WW II) the evolution of France is conditioned by international events and requires adoption of a "world view". Themes will include the treaty of Versailles, the rise of the USSR, the 1929 economic crisis, Nazism, the Spanish civil war, etc.

349 Renaissance, Baroque, Classicisme: l'art en France de François I^er^ à la mort de Louis XIV (1515-1715) (spring)
Renée Moll
We will study the work of the great painters, sculptors, and architects of the Renaissance and the "Grand Siècle", consider art theories and the academies, and analyze the major themes and styles that accompanied the rise of an absolute monarchy. The originality of the "Ecole de Fontainebleau" and its profound impact on 17th-century art will receive particular attention.

350 Urbanisme et architecture de Paris (fall)
Renée Moll
The history of the urbanisation of Paris is that of successive political power structures (Monarchy,

Empire, Republic) and the relationships they have entertained with each other. Its architecture, and the art it has inspired and fostered, similarly allow us to trace the evolution of political, economic, and esthetic thought processes that go well beyond "city planning". There will be a few visits to museums and *quartiers.*

361 Théâtre du XVII^e^ siècle (fall)
René Guichemerre
A study of French classical theater, tracing its evolution from baroque and farce at the outset to Italian-inspired comedy and satire at the close of the century. We will read works by Corneille, Racine, Molière, among others, including plays that will be staged in Paris during the semester, that students will have an opportunity to see.

439 La France et l'Europe (fall and spring)
Ariane Chebel-D'Appollonia
We will study the role and place of France in the construction of Europe since 1945. The great topics of French and European debate — immigration, the expansion of the European Union, Maastricht, the French "cultural exception" will be considered and discussed, as will the likely evolution of Europe and what part France may play in that process.

447 Les Relations franco-africaines depuis le XV^e^ siècle (fall and spring)
Charlemagne Amegan
This course will deal with the precolonial periods and the decolonization of Africa as well as the present-day situation, while examining throughout a long history the changing relationship between France and those African countries with which it has built and maintained close relations. We will look at the rise of nationalist movements as an effect of the two world wars, panafricanism and nationalism, *négritude* as both a literary and a political movement, and independence whether fought for or negotiated. Recent economic and social problems and African countries' unpaid debt have led France to re-examine its African policy, including the notion of *francophonie*. We will end by considering the possibility of a Franco-American conflict in Africa.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Based on the belief that language competency is essential to true cultural understanding, the Middlebury College Language Schools were founded in 1915 to offer an intensive and rigorous approach to language learning and cultural appreciation. Every summer the college is transformed into an international campus where adult students of all ages take "the Language Pledge"—a formal commitment to speak only their language of study for a six-, seven-, or nine-week session. The pledge enables students to focus their energies on the acquisition of language skills, to internalize patterns of communication, and to gain cultural perspective associated with the target language.

There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish, and courses range from beginning to advanced to graduate study. Middlebury offers an M.A. in five of the languages and a Doctor of Modern Languages for teacher-scholars proficient in two foreign languages. For more information, please contact the Language Schools at (802) 443-5510 or at languages@middlebury.edu, or see http://www.middlebury.edu/~ls.

MIDDLEBURY COLLEGE SCHOOLS ABROAD

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D. Phil., Oxford University

DAVID A. J. MACEY
Director of Off-Campus Study
Director of Russian Studies
Professor of History
Ph.D., Columbia University

NANCY M. O'CONNOR
Middlebury School in France Adviser
Professor of French
Ph.D., Cornell University

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators

THE RUSSIAN SCHOOL

Summer 1999
Academic Year 1999-2000

The Language Schools

MIDDLEBURY COLLEGE

The Russian School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802)443-5510

Summer 1999

Nine-Week Session

June 11 - August 13
Total Fees: $5,860
(Tuition $3,800; Board $1,475; Room $585)

Six-Week Level IV & Graduate Session

June 28 - August 13
Total Fees: $4,360
(Tuition $2,860; Board $1,075; Room $425)

Academic Year 1999-2000

The School in Russia

Graduate Program in Moscow
*Undergraduate Programs in Moscow and Irkutsk**
Tuition**: Full year $17,770; Semester $11,000

Undergraduate Programs in Voronezh and Yaroslavl
Tuition**: Full year $16,470; Semester $8,235

**Irkutsk is full year only; semester option only with special permission.*
***Fee for programs in Russia includes tuition, room, insurance, visa, excursions, and round-trip air fare between New York City and each site. In Voronezh and Yaroslavl, the comprehensive fee also includes lunch Monday through Friday.*

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The Russian School

The Middlebury College Russian School offers intensive summer programs from beginning language study through advanced graduate programs. The School in Russia has programs designed for undergraduates wishing to spend all or half of their junior year in Moscow, Irkutsk, Voronezh, or Yaroslavl, and for graduates who choose an academic year or semester abroad in Moscow as part of their M.A. degree requirements.

The Russian School is dedicated to a full-immersion learning experience. Although some English may be used at the beginning levels, students are required to sign Middlebury's Language Pledge promising to use only Russian for the duration of the program.

Graduate Degrees

***Master of Arts*:** Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education, with a major in Russian or equivalent course work in Russian, and a grade average of B or better. The GRE (Graduate Record Examination) is not required for admission.

The M.A. degree program in Russian is comprised of twelve course units to be taken over a series of summers on the Vermont campus, or in a combination of two (or three) summers in Vermont and an academic year (or semester) in Moscow.

***Doctor of Modern Languages*:** The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; three graduate courses in a second language (French, German, Italian, or Spanish); a comprehensive examination in Russian; residency abroad; proof of a successful language teaching experience; a dissertation and its oral defense.

An M.A. in Russian is a prerequisite for entrance to the D.M.L. program. For further

information on the D.M.L. program, please contact the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753.

N.B., in addition to students preparing for Middlebury's M.A. or D.M.L. degree, the Russian School also welcomes applications from non-degree students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in Russian).

Credit

Credit is defined in terms of *units.* One unit equals three semester hours.

Undergraduate courses in the nine-week session (beginning through advanced, levels 100-300) award four units (twelve semester hours) of undergraduate credit.

The advanced undergraduate course (*Studies in Russian Language, Literature, and Culture*, level 400) offered in the six-week session awards three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer of Credit

After formal admission to a graduate degree program, candidates for the M.A. or D.M.L. degree may request permission from the Director of Academic Records to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury (three units). Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses

taken at other instituions before the first summer of study may not be transferred toward a Middlebury graduate degree).

To obtain approval for transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credit toward an advanced degree at an accredited college or university. The courses must have been taught in Russian in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions materials published by the Language Schools each year.

Enrollment

Upon acceptance, all students must pay a $200 non-refundable enrollment deposit to be applied to the tuition charges. All students, summer and abroad, must pay full tuition even if they carry less than the full load of courses.

Application and Admission

Application materials for the 2000 summer session and the 2000-01 academic year abroad will be available in the fall of 1999 from:

The Russian School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802)443-5510
languages@middlebury.edu

Information and application forms are available at:
www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: ALEXANDER WORONZOFF-DASHKOFF. Professor of Russian, Smith College. Ph.D., University of Southern California.

Associate Director: ANATOLY VISHEVSKY. Associate Professor of Russian, Grinnell College. Ph.D., University of Kansas.

Faculty

GALINA AKSENOVA. Critic, translator, and screenwriter. Ph.D., The State Institute of Theater Arts, Moscow.

TODD P. ARMSTRONG. Assistant Professor of Russian, Grinnell College. Ph.D., The Ohio State University.

ALEXANDRA BAKER. Lecturer in Russian, Middlebury College. M.A. in Russian, Indiana University. M.A. in German, Middlebury College.

BORIS BRIKER. Lecturer, Villanova University. Ph.D., University of Alberta.

ALBERT GROTTEL. Professor of Russian and Music, St. Cloud State University. Ph.D. equivalent, Leningrad Conservatory.

TERRY KRUGMAN. Adjunct Professor of Russian and Latin, Georgia State University. M.A. in Russian, Middlebury College. M.A. in Applied Linguistics, Indiana University.

LEO LIVAK. M.A. in French, Middlebury College. Ph.D. candidate, University of Wisconsin, Madison.

YULIA MOROZOVA. M.A., University of Iowa. Ph.D. candidate, University of California, Los Angeles.

MIKHAIL PALATNIK. Lecturer, Washington University. M.A. in Comparative Literature, Washington University. M.A. equivalent, University of Chernovtsy.

LYUDMILA PARTS. M.A., Columbia University. Ph.D. candidate, Columbia University.

NATALIA PERVUKHIN. Associate Professor of Russian, University of Tennessee. Ph.D., Bryn Mawr College.

LARISA RATNIKOVA. Lecturer in Russian, University of Pennsylvania. M.F.A., Moscow Art Theater School.

BENJAMIN RIFKIN. Director-designate, Russian School, Middlebury College. Associate Professor of Slavic Languages, University of Wisconsin, Madison. Ph.D., University of Michigan.

NATALIA SADOMSKAYA. Associate Professor of Anthropology, Russian State Humanitarian University. Ph.D., Russian Academy of Sciences, Miklukho Maklai Institute of Ethnography.

VENIAMIN SMEKHOV. Actor, director, and writer. Diploma, Vakhtangov Theater Institute, Moscow.

CATHERINE WORONZOFF-DASHKOFF. Lecturer, Smith College. B.A., Smith College.

NELLY ZHURAVLYOVA. Associate Professor of Russian, State University of New York at Albany. Ph.D., Pushkin Institute of Russian Language.

GREGORI ZISKIN. Theater, film, and television director. ABD, McGill University. M.A. equivalent, Shchukin Theatrical Institute, Moscow. M.A., McGill University.

Administrative Staff

MARGOT BOWDEN. Coordinator
JUDITH OLINICK. Faculty Coordinator
GREGORY PALATNIK. Bilingual Assistant

Intensive Language Program

Nine-Week Courses

New students enrolled in the program who have previously studied Russian will be given a placement exam prior to registration at the beginning of the session to determine their level. Classes meet four hours per day. Daily work outside of class, including assignments in the language laboratory, requires an average of five to eight hours.

RU 101-102-103-104 Beginning Russian
Krugman and Staff

This course develops all four skills (listening, speaking, reading, and writing) and provides a firm foundation for understanding Russian word formation. Almost all major points of grammar are covered. (4 Units)

RU 201-202-203-204 Intermediate Russian
Armstrong and Staff

During the first half of this course all major points of grammar are studied thoroughly. The second half of the session expands the students' understanding of more sophisticated grammar points including verbal government and prepositions. Special attention is paid to developing listening comprehension and speaking skills through the use of video. Selections from Russian literature and the Russian press are read and discussed. (4 Units)

RU 298-299-300-301 Advanced Intermediate Russian Rifkin and Staff

This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to verbs of motion and to the reading of contemporary texts. (4 Units)

RU 303-304-305-306 Advanced Russian
Palatnik and Staff

This course includes an extensive review of grammar with work on phonetics and intonation. It treats at greater length some points, such as participles and verbal adverbs, that may have been presented only in a rudimentary way in *Intermediate Russian*. There will also be an introduction to reading original literature and Russian newspapers. The main emphasis is on contemporary conversational Russian. (4 Units)

Six-Week Courses

New students enrolled in this program will be required to take a placement exam prior to registration at the beginning of the session. Classes meet three hours per day. Daily work outside of class will consist of extensive reading and writing and require four to six hours.

RU 405, 413 Studies in Russian Language, Literature, and Culture

RU 405 meets for two hours daily and consists of conversation and grammar. It includes reading and discussion of current newspaper articles and of some short stories and is designed to develop students' language abilities at the advanced level. The grammar component of the course concentrates on phraseology and idioms, but also includes a review of finer grammatical points, depending on the need of the participants in this class. Daily written assignments and oral participation in class. (2 Units) Baker

RU 413 meets for one hour daily and will focus on the development of speaking and conversation skills. It will also build Russian vocabulary through extensive readings (3-5 pages daily) and discussions of different topics in Russian history, art, philosophy, politics, and literature. Weekly quizzes and final exam. (1 Unit) Pervukhin

Graduate Program of Studies

New students enrolled in the graduate program will be required to take a placement exam prior to registration at the beginning of the session. A normal load is three courses (nine semester hours) selected in consultation with the director or associate director. Permission to take an extra course is granted only exceptionally by the director or associate director, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level, for undergraduate credit, before beginning a full load of graduate work.

M.A. Degree Requirements

Students must complete successfully a preliminary summer of study (called "the summer of application") on the Vermont campus before being granted official acceptance into the M.A. program. To receive the M.A. degree, the student must complete a total of twelve units. After the summer of application, the degree may be completed in one of the following ways: three summers at the Middlebury campus; an academic year abroad in Moscow and one summer in Middlebury; or, a semester abroad in Moscow and two summers in Middlebury.

A maximum of three units may be transferred from other graduate programs following approval by the Director of Academic Records. Two units earned at Middlebury's two-week seminars (when available) may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B., courses taken at other institutions, and proposed for transfer toward the Middlebury M.A. degree, must have been taken after admission to candidacy at the end of the first summer session. (See section on *Transfer of Credit*, page 2.)

The program of study for M.A. candidates is individually planned in consultation with the director and/or associate director. Candidates are expected to take a balanced program, including at least two courses in each of the following areas:

(a) civilization
(b) language and linguistics
(c) literature
In addition, M.A. candidates must take one seminar course on the Middlebury campus.

Graduate Courses

I. Civilization Courses

RU 630 Gender Roles in Russian Society
Sadomskaya

This course will evaluate and compare traditional male and female roles in pre-revolutionary Russian society and family, during the Soviet period, and in post-revolutionary, contemporary life. Readings will be taken from historical and anthropological studies, fiction, and newspapers. There will be three exams. (1 Unit)

RU 647 Ethnic Groups in Contemporary Russia Sadomskaya

This course will provide an ethnographic description of the principle ethnic communities living on the territory of Russia and will analyze the origins of ethnic relations as they exist today. Special attention will be given to the Volga-Kamskoi group and ethnic groups of the following regions: Tatarstan, Northern Caucasus, Siberia, and the Far East. Readings will be taken from ethnographic literature as well as press accounts of current conflicts. Lectures, slides, discussions, and exams. (1 Unit)

RU 648 History of Russian and Soviet Cinema Aksenova

Russian and Soviet cinema from the first silent films to the present time. Students will study the works of prominent Russian directors from Eisenstein and Kuleshov to Tarkovsky and Paradzhanov. They will view films central to a better understanding of the development of world and Russian cinematography.

Requirements: viewing of films, written work, final paper. (1 Unit)

II. Language and Linguistics

RU 503 Advanced Oral Self-Expression
Vishevsky

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and vocabulary required for participation in most formal and informal conversations on practical, social, political, and selected professional topics. Extensive reading of media and literary texts; re-creation of everyday situations; radio, TV, and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 506 Advanced Language Practicum
Zhuravlyova

This course will focus on (1) the development of grammatically correct, expressive language, (2) the improvement of speech standards, and (3) overcoming specific difficulties encountered by advanced students, especially proper usage and building a sentence (word order, verbal aspects, verbs of motion, etc.). Exercises and assignments will be based on the lexico-grammatical and stylistic analysis of literary texts. (1 Unit)

RU 605 Practical Stylistics Zhuravlyova

A study of Russian functional styles: journalistic, scholarly, scientific, and business, as well as the figurative and expressive features of literary and conversational Russian. A focus on stylistics will be closely tied to a thorough study of grammatical theory and vocabulary. A comparative analysis of linguistic items will better prepare students at the advanced level to make proper choices in their spoken and written Russian. Final written examination. (1 Unit)

III. Literature

RU 662 Contemporary Russian Drama and Theater Aksenova

This course is devoted to the history of Russian drama and theater from the 1960s to the present time. Drama and theater have always reflected the social and political realities of a country. Therefore, through an analysis of individual dramatic works, students will better understand the process and dynamics of change transforming Russia today. Students will consider the plays of the older generation of dramatists (Vampilov, Volodin, Rozov) and directors (Efremov, Liubimov, Tovstonogov, Efros), as well as contemporary dramatists (Galin, Petrushevskaya, Sadur) and directors (Vasiliev, Viktiuk, Ginkas, Fokin). Requirements: Reading of plays, discussion, written work. (1 Unit)

RU 764 Chekhov Between Two Centuries: In Debate with His Time Pervukhin

Chekhov's artistic world will be examined against the different sets of stereotypes applied to his works, first at the end of the nineteenth century and then in the twentieth. Close readings of Chekhov's works will demonstrate his clandestine involvement in the political, social, national, and philosophical debates of his time. Prerequisite: Ability to read 15 pages daily. Lectures, discussions, oral reports, take-home final examination. (1 Unit)

IV. Seminar

RU 888 Seminar
Any 600 or 700 level course, combined with an additional seminar paper. This course satisfies the seminar requirement for M.A. candidates. (1 Unit)

The School in Russia

Middlebury established one of the first undergraduate study abroad progams in the Former Soviet Union at the Pushkin Institute in 1977. Since September 1991, the Middlebury School in Russia for graduate and undergraduate programs has been located at Moscow State University. In 1997 we added undergraduate programs at Voronezh and Yaroslavl State Universities. All three sites offer one-semester or academic year options for undergraduates. A year long program was added in Irkutsk in 1998. The graduate program for M.A. candidates is offered only in Moscow for a semester or full academic year. The Director of the School in Russia supervises all aspects of the program, while resident coordinators oversee the daily operation of the programs at the Russian host campuses.

Junior Program

For detailed information about our undergraduate programs at all four sites in Russia, please request the School in Russia bulletin from:

Office of Off-Campus Study
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5745
schoolsabroad@middlebury.edu

Information and application forms are available at:
www.middlebury.edu/~msa

Graduate Program

All graduate students must complete a summer of study on the Vermont campus before going to Moscow for a semester or academic year.

Graduate students take three courses (three units of graduate credit) per semester, chosen from the offerings of Moscow State University. Numerical grades are converted to Middlebury's letter equivalents.

Housing

Middlebury is committed to maintaining a high living standard and a secure environment for its students. Students are housed in dormitories or with host families.

Travel and Extra-curricular Activities

Students participate in a variety of excursions and fieldtrips designed to introduce them to places of local and regional interest. Many of the local excursions complement the course work.

Students are encouraged to participate in extracurricular activities organized by the university as well as private clubs and organizations. Previous participants have sung in choirs, played soccer, volleyball, and ice hockey, and taken ballroom dancing lessons. Academic year students have also participated in internships during the spring semester. Spring semester students have the option of doing an internship in the summer.

The Language Pledge

"The Language Pledge" and "The Language Schools" are service marks of Middlebury College.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, national or ethnic origin, sexual orientation or disability in any of its programs or activities. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Studies, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

THE SCHOOL IN RUSSIA

1999–2000

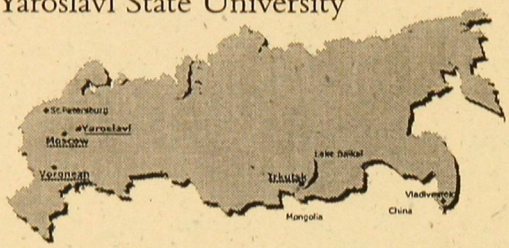
The Schools Abroad

MIDDLEBURY COLLEGE

The School in Russia

SUNDERLAND LANGUAGE CENTER
MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802)443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/russia

Undergraduate programs at:
Irkutsk State University
Moscow State University
Voronezh State University
Yaroslavl State University



1999-00 Fees*:

	Moscow	*Irkutsk*	*Voronezh and Yaroslavl*
Academic year	$17,770	$17,770	$16,470
Semester	$11,000	N/A	$8,235

Combination of two sites: Academic year $17,120

**The comprehensive fee includes round-trip transportation between New York City and the program site, tuition, room, excursions, visa fees, insurance, and orientation and deorientation in Moscow. In Yaroslavl and Voronezh the comprehensive fee also includes lunch Monday-Friday.*

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The School in Russia

The Middlebury College School in Russia offers programs for undergraduates wishing to spend a semester or a year in Moscow, Voronezh, or Yaroslavl. Students may study in Irkutsk for the academic year only. All programs emphasize both the development of language skills and an understanding of the rich cultural heritage of Russia and the Former Soviet Union. All instruction takes place in Russian. Resident Coordinators oversee the daily operation of the programs at the Russian host campuses, while the School's Director supervises all aspects of general program management.

INTERNSHIPS: Through a unique partnership with the Geonomics Institute for International Studies at Middlebury College and in some cases in conjunction with the local university, the School in Russia now offers internships at all of our sites. Graduate students, second-semester undergraduates and certain one-semester undergraduates (by special petition) may apply for these internships which are available during fall and spring semesters as well as in the summer.

GRADUATE PROGRAM: The School in Russia also offers a year-long program at Moscow State University for graduate students working on a Master of Arts in Russian Language at the Middlebury College Russian School. Students must have completed one summer at the Russian School in Middlebury before they are eligible for the program in Moscow. The program of study for M.A. candidates is individually planned in consultation with the Director of the Russian School and the Director of the School in Russia.

For additional information on the M.A. program, or the summer language schools, please contact the Middlebury College Language Schools at 802-443-5510, or at languages@middlebury.edu, or see http://www.middlebury.edu/~ls.

Middlebury Language Pledge

To take full advantage of their stay in Russia, students are encouraged to maintain the spirit of the Middlebury language pledge and to speak Russian at every possible opportunity.

Credit

Grades and credits are awarded by the Director of the program based on the recommendation of the instructors of the School in Russia. Middlebury College students receive four units of credit for the semester, and nine units for the academic year. Students who transfer their credits to other institutions typically receive 15-16 credit hours or 20-25 quarter units for five courses per semester. The awarding of transfer credit is the responsibility of the student's home institution.

Grade reports for semester students will be mailed to their permanent mailing address after the semester ends. Full year students will be given grade reports for the fall semester by the resident director, and grades for spring term will be mailed to their permanent mailing address during the summer.

Grades are automatically recorded on each student's Middlebury College transcript. Other institutions will NOT automatically be notified of grades earned abroad. Students who wish to have copies of their official transcripts sent to their home institutions must submit Transcript Request Forms (available in the School in Russia office) to: Director of Academic Records, Sunderland Language Center, Middlebury College, Middlebury VT 05753.

Calendar

The School in Russia operates two semesters each academic year, one from early September to mid-December, the other from early February to mid-May. Each semester consists of fourteen weeks of instruction.

Students who enroll in the year-long mainstream program will be expected to follow the academic calendar of the host university, which normally runs from early September to early June.

Financial Aid

The Middlebury College School in Russia offers financial assistance to Middlebury College undergraduates. Undergraduates from other institutions are encouraged to contact their home financial aid and/or study abroad offices to ascertain whether

they are eligible to receive federal, state, or institutional aid to attend the School in Russia.

Enrollment

Upon acceptance, all students must pay a $300 non-refundable enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the School in Russia. In case of cancellation or withdrawal, reimbursement of any subsequent tuition payments will be subject to the schedule in the *School in Russia Handbook* mailed to enrolled students in the spring.

Application and Admission

Application materials for the 1999-00 academic year abroad are available from:

The School in Russia
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls/russia

In order to be eligible for admission to the School in Russia, a student should have completed second-year Russian (college level) with a minimum grade of "B." (Three years of college level Russian are recommended. For students who do not have adequate preparation, we may require or strongly recommend a summer session at the Middlebury College Russian School.) Enrollment in the program at Irkutsk State University is limited to students with superior Russian language skills and demonstrated interest in the region. Applicants must have completed a minimum of three years (preferably four) of college-level Russian. Some prior in-country experience is also considered desirable.

Administration and Faculty

Administration

MARK H. TEETER. Director of the School in Russia. A.B., Stanford University, M.A., San Francisco State University, Ph.D., Georgetown University. A veteran Russian language instructor, Prof. Teeter has also served as an interpreter for the U.S. Information Agency in Russia (1978-79) and as a program administrator at Washington's Kennan Institute for Advanced Russian Studies (1979-82; 1990-94). He has translated short works by a number of contemporary Russian prose writers and poets (including Aksenov, Voinovich, and Naiman) and is a co-editor of three Russian-American scholarly collections. Professor Teeter lectures regularly at Russian host universities on both academic themes and topics of Americana.

NANA TSIKHELASHVILI, Assistant Director. Kandidat, Russian State University for the Humanities. Ms. Tsikhelashvili has worked for the School in Russia since 1997. Previous to working for Middlebury College, her experience includes working with the Russian State Archives; Russian Television; and the American Collegiate Consortium (USIA funded program administered through Middlebury College) in Moscow. As Assistant Director, she handles students orientation and deorientation in Russia; visa invitations; internship placements; other non-academic affairs, including some financial and legal issues, contacts with Russian partner schools administrations, etc.

Faculty

Irkutsk State University

GALINA I. TUNGUSOVA. Associate Professor. Department of Russian for Foreign Students. Program Director.

E.V. ALTUNIN. Associate Professor. Department of History.

NATALIA B. EGOROVA. Senior Instructor. Department of Russian for Foreign Students.

LIUDMILA F. KIIANOVSKAIA. Associate Professor. Department of Russian for Foreign Students.

ELENA V. KRAINOVA. Associate Professor. Department of Russian for Foreign Students.

IURII V. KUZMIN. Associate Professor. Department of Social Economic Studies.

LIUDMILA S. LAPSHINA. Senior Instructor. Department of Russian for Foreign Students.

SVETLANA P. MALYSHEVA. Senior Instructor. Department of Education.

ALEKSANDRA V. POPOVA. Senior Instructor. Department of Russian for Foreign Students.

IRINA M. SPRAKH. Senior Instructor. Department of Russian for Foreign Students.

VLADIMIR K. TARNAPOLSKII. Senior Instructor. Department of Russian for Foreign Students.

Moscow State University

MIKHAIL KARPOVICH BASHARATIAN. Assistant Dean, Professor, Department of Sociology, Moscow State University. Kandidat, Moscow State University. Program Director.

NIKOLAI BORISOV. Professor, History Department, Moscow State University. Doktor Nauk, Moscow State University.

OLGA CHERKASOVA. Senior Instructor, Russian Academy of Economics. Diplom, Moscow State University.

DMITRII GUDKOV. Associate Professor, Department of Russian as a Foreign Language, Moscow State University. Kandidat, Moscow State University.

ELENA IARAMYSHEVA. Instructor, Department of Philology, Moscow State University. Diplom, Moscow State University.

LILYA SAGATELIAN. Instructor, Department of Russian as a Foreign Language, Moscow State University. Diplom, Erevan State University.

VLADIMIR SUPIK. Senior Instructor, Department of Russian as a Foreign Language, Moscow State University. Diplom, Moscow State University.

ANASTASIA VAVULINA. Instructor, Department of Philology, Moscow State University. Diplom, Moscow State University.

NATALIA ZUBAREVICH. Associate Professor, Department of Economics, Moscow State University. Kandidat, Moscow State University.

Voronezh State University

LARISA IVANOVA. Associate Professor and Chair, Department of Russian for Foreign Students, Voronezh State University. Kandidat, Voronezh State University. Program Director.

MARIA AVDEEVA. Associate Professor, Department of Slavic Philology, Voronezh State University.

SERGEI BELKIN. Senior Instructor, Department of Russian for Foreign Students, Voronezh State University. Kandidat, Voronezh State University.

VASILII FEDOSOV. Associate Professor and Chairman, Department of Political History, Voronezh State University. Kandidat, Voronezh State University.

ANATOLII LEONOV. Instructor, Department of Russian for Foreign Students. Kandidat, Voronezh State University.

LARISA RYBACHEVA. Associate Professor, Department of Russian for Foreign Students, Voronezh State University. Kandidat, Voronezh State University.

IRINA SEREGINA. Senior Instructor, Department of Russian for Foreign Students. Kandidat, Voronezh State University.

AIDA SMIRNOVA. Senior Instructor, Department of Russian for Foreign Students, Voronezh State University. Diplom, Voronezh State University.

ZHANNA SOKOLOVA. Associate Professor, Department of Political History. Kandidat, Voronezh State University.

Yaroslavl State University

ALEKSANDRA GALITSKAIA. Head of the International Department, Yaroslavl State University. Diplom, All-Soviet Institute of Scientific and Technological Information. Program Director.

VLADIMIR FEDIUK. Senior Professor, History Department, Yaroslavl State University. Doktor Nauk, Yaroslavl State University.

NIKOLAI PAIKOV. Associate Professor, Department of Russian Literature, Yaroslavl State University. Diplom, Yaroslavl State University; Kandidat, Leningrad State Pedagogical Institute (Hertzen).

IRINA UMNOVA. Senior Instructor, Foreign Language Department, Yaroslavl State University. Diplom, Yaroslavl Pedagogical Institute.

NELLI VIRSKAIA. Senior Instructor, Russian Language Department, Yaroslavl Pedagogical Institute. Diplom, Tadjikistan State University.

OLGA ZATSEPINA. Chair, Department of Public Studies, Yaroslavl Agricultural Institute. Kandidat. Yaroslavl State University.

Program Overview

The academic component of the School in Russia is comprised of Russian language courses, Russian civilization or culture, *spetskursy* (special content-oriented seminar-format courses, conducted entirely in Russian, covering a variety of subjects in the humanities and social sciences), and regular "mainstream" university courses.

Exceptional applicants with advanced Russian language skills may opt for a special year-long undergraduate program which the School in Russia administers jointly with each of the Russian host universities. These students follow a schedule of predominantly mainstream classes, and interaction with other School in Russia participants is limited. Application for admission to this advanced program may be made through the Office of Off-Campus Study at Middlebury College.

Year-long students are also encouraged to take one or more mainstream courses in their second semester. First semester and single semester students may also take a mainstream conurse with the permission of the Director of the School in Russia.

Please note that, although all courses in the program have an RU (Russian) designation on the transcript, their subject matter often covers another discipline (political science, history, economics, geography, art history, etc.). Students should consult their adviser or appropriate department chair if they wish to count such courses toward a non-language requirement.

I. Irkutsk State University

A pilot program for a select group of undergraduate students was established at Irkutsk State University during the 1998-99 academic year. This year-long program features intensive specialized Russian language instruction (at the highest ability level); *spetskursy* focusing on Siberian studies (including historical, anthropological and/or ecological emphases); and a broad selection of mainstream university classes in the humanities and social sciences.

Irkutsk State University is located in the picturesque city of Irkutsk in southeastern Siberia. Founded in 1918, it is the oldest institution of higher learning in eastern Russia, yet still a young university. As a result of this combination of old and new, a mix that is visible in the town as well as in the university, Irkutsk State University is known as much for its established academic departments as for its up-to-date computer technology. It is also able to boast a small student-to-faculty ratio of 10:1.

Academic Program

Enrollment in the program in Irkutsk is for the academic year only. In the fall semester students are required to take the following two courses organized especially for the group and taught by specialists in Russian as a foreign language:

- Advanced Russian Language (2 units)
- Russian Civilization and Culture

Students select two additional courses from the regular Irkutsk State University course offerings. These courses, taken along with Russian students, usually consist of both a weekly lecture and seminar.

In the spring semester students enroll in the following:

- Russian Language
- Ethnic Groups and Cultures of Siberia
- University "mainstream" courses (three)

Housing

To contribute to a full immersion experience, all students will be placed in homestays.

Travel and Extracurricular Activities

Students participate in a complete package of excursions designed to immerse them in the rich cultural heritage of Russia. During a three-day orientation in Moscow, a bus or metro tour of the city orients students to Russia's capital. In Irkutsk, students tour places of local and regional interest. This past year students had an opportunity to see Lake Baikal, stay several days at the sanatorium Baikal, explore the Limnological Museum (the largest Baikal Nature Museum), visit Talzy (a

wooden architecture museum), travel to Ulan-Ude, the capital of Buriatia, attend the Buriat opera, and visit the Clock Museum in Angarsk.

Students are encouraged to take part in extracurricular activities while studying in Irkutsk. Students have enjoyed skiing on the University slopes, taking Russian dance classes, learning to cook traditional Russian meals, and working out at local gyms.

Internships

Internship placements in the past have included NGOs and environmental organizations.

Course Listings for Irkutsk State University

The following is a representative listing of some of the available mainstream courses:

Linguistic Analysis of Fiction Text

Analysis of Fiction Text

Russian Literature of the 19th Century

Language of the Mass Media

Russian Verbs

Practical/Applied Word Formation

Russian History

Russian Culture, Institutions, and Customs

Business Russian

Russian Lexicon in Speech Context

Actual Problems of Russian Lexicography

History of Russia 1917-1970 through Film

Cinematization of 19th Century Works

Analysis of Phonetics and Intonation in Fiction, Conversational, Business, and Scientific Texts

Speech Culture and Stylistics

Russian Literature of the 20th Century

History of the Russian Literary Language

Course for Translation of Business Text and Literary-Fiction Discourse

Survey Course of Modern Russian

Applied course in Orthography and Punctuation

Siberian Culture and Ethnic Groups

Literature of Siberia

The Works of Tolstoy, Dostoevsky, Chekhov, Bunin, Kuprin, Blok, Bulgakov, Pasternak, Akhmatova, Tsvetaeva, Solzhenitsyn, Rasputin, and Shukshin

II. Moscow State University

Founded in 1775, Moscow State University is Russia's oldest University. From the beginning, Moscow State has had a profound effect on Russian society, admitting students from all backgrounds (not just the elite), employing professors with varying viewpoints, inviting the general public to attend lectures, and, for more than one hundred years, providing the only public library in the city. Moscow State is also the birthplace of *Moskovskie Vedomosti* (*Moscow Gazette*), the first public newspaper.

Academic Program

Single semester students in the School in Russia's Moscow program are required to take the following four courses organized especially for the group and taught by specialists in Russian as a foreign language:

- Russian Conversation
- Russian Grammar
- Russian Phonetics
- Russian Civilization

These classes average eight students and may be further subdivided to accommodate varying levels of language proficiency.

Students select one additional course from the *spetskursy* organized exclusively for School in Russia students or—with sufficient Russian and subject area preparation— from the regular offerings of Moscow State University. The latter course, taken along with Russian students, usually consists of both a weekly lecture and a seminar. In some cases, these seminars are specially organized for School in Russia students.

In the spring semester, academic year students continue language instruction, take two to three

specially organized courses, and, depending on their level, one or two mainstream courses with Russian students.

Housing and Living Conditions

The School in Russia is committed to maintaining high living standards and a secure environment for its students. Students in Moscow are housed in a Moscow State University dormitory in two- or three-room suites with a shared bathroom. Those students who live in doubles within a suite will have Russian roommates. Students have a communal kitchen and small lounge with a television and e-mail hookup. Students in Moscow also have the option to live with a host family for an additional monthly fee which includes breakfast and dinner daily.

Travel and Extra-curricular Activities

Students in Moscow participate in an extensive program of excursions designed to immerse them in the rich cultural heritage of Russia. In addition, the program features one weekend overnight trip to a nearby historical center and one longer trip near the end of the term.

In recent years, students have visited such sites as the Kremlin museums, the monasteries of Novodevichy and Danilovsky, the Tretiakov Art Gallery, and the Pushkin Art Museum. Students also attend drama, ballet, and other performances at many of the city's major theaters. Other activities have included Russian cooking lessons, sports events, and hikes in the countryside around Moscow.

These excursions are supplemented by day-long visits to Sergiev Posad (Zagorsk) or other cities of Russia's Golden Ring. A trip to St. Petersburg has also been customary, including a complete cultural program in and around the city. Students also travel to another Russian city for a shorter excursion.

Students at Moscow State are able to take advantage of a number of extracurricular activities organized by the university as well as private clubs and organizations. Previous participants have taken ballroom dancing lessons, sung in the university choir, played water polo, soccer, volleyball, basketball, and ice hockey, taught English as a second

language, played the piano, joined Christian and Jewish clubs, and frequented campus discotheques.

Internships

Internship placements in Moscow in the past have included work with NGOs, law firms, theaters, and computer organizations.

Course Listings for Moscow State University

The following are representative descriptions of courses that have been offered to program participants in previous years:

Russian Grammar and Composition D. Gudkov

Review of Russian grammar and syntax, with emphasis on developing advanced level language skills, including participles, verbs of motion, aspect, mood, and sentence structure. Focus on lexical difficulties and problems of usage. Oral and written exercises.

Russian Conversation L. Sagatelian, O. Cherkasova

Forms of Russian conversational speech etiquette as used in varying situations. Focus on development of skills for expressing choice, doubt, surprise, approval, requests. Study of lexical and semantic groups and their syntactic usage, vocabulary building, and practice in maintaining sustained conversation. Oral and written exercises.

Topics in Russian History: 9th to the 19th Century N. Borisov

History of Russia from the beginnings through the 19th century. Political and social development of Russia with emphasis on the reigns of Ivan the Terrible and Peter the Great. Lectures and discussion.

Practical Phonetics E. Iarmysheva

Survey of the sound system of modern Russian, with emphasis on practical aspects of pronunciation. Special attention paid to typically problematic areas for foreigners, including vowel reduction and palatalization of consonants as well as intonational constructions and patterns.

Economics of Geography N. Zubarevich
Study of economic regions of Russia and the former USSR. Analysis of problems of interdependence, competition, nationalities. Economic legacy of socialism. Comparison of city and country, geographic zones. Cultural influence on economic development. Readings and lectures.

Russian Civilization D. Gudkov
Introduction to Russian cultural history as the "cultural minimum" known by all native speakers of Russian. Interpretations by Russian and western writers and thinkers. Typology of culture, western image of Russia. Readings in fairy tales, folklore, legends, classical and modern literature, writings by westerners and Slavophiles, literary criticism. Lecture and discussion.

Russian Folklore Staff
Russian holiday and ritual literature (weddings, calendar, holidays, etc.). Readings include Russian fairy tales and mythology, historical songs and ballads, lyrical poetry not related to customs or rituals and based on traditional Russian folklore (satirical works and folk theater).

Russian Literature of the 20th Century
N. Vavolina
Survey of Russian literature from Chekhov to the 1930's including Bunin, Blok, Akhmatova, Bulgakov, Gorky, Mayakovsky, etc. Textual analysis with emphasis on reading as a skill. Lectures and discussion.

The following list is representative of regular university coursework taken by previous students at Moscow State University. A full list of course offerings will be available to students on-site in Moscow.

Russian International Relations
Russian Art History
Pushkin: Life and Literature
20th Century Russian History

III. Voronezh State University

Voronezh oblast', often referred to as the heart of the Central Black Earth Region, is located to the south of Moscow along the banks of the Don, Usmanka, and Voronezh rivers. In this city, the new is juxtaposed alongside of the old, and a plethora of renowned theaters, museums and libraries as well as movie theaters and new universities are to found throughout the city.

First mentioned in chronicles dating from the 12th century, Voronezh emerged as an important Russian settlement some 400 years ago, when a multi-towered fortress with an oaken stockade was built on the high right bank of the majestic river Don to shield Rus' from the raids of nomadic tribes. Along with its strategic location and military importance — the young tsar Peter the Great ordered a large shipyard built in the area, making Voronezh the cradle of the first Russian navy.

The modern city of Voronezh has become one of Russia's largest, having spread into the steppes which surrounded the early settlement. It is also one of the Russian Federation's newly-important regional political centers, playing an increasingly visible role in the decentralization of governance and economic management in the post-Soviet era.

Voronezh is rich indeed in Russian culture, especially that of the written word. The city and region are associated with the folk tales of Afanasev, the 19th c. poets Nikitin and Koltsov, and two towering figures of 20th c. Russian letters: Ivan Bunin, Russia's first Nobel laureate for literature, and Osip Mandelstam, whose verses stand among the finest ever composed in the Russian language. American undergraduates have long found Voronezh a warm and attractive host city.

Academic Program
Single semester students in the School in Russia's Voronezh program are required to take the following four courses organized especially for the group and taught by specialists in Russian as a foreign language:

- Russian Conversation
- Russian Grammar
- Russian Phonetics
- Russian Life and Culture

These classes average eight students and may be further subdivided to accommodate varying levels of language proficiency.

Students select a fifth course from the list of *spetskursy* or — with sufficient Russian and subject area preparation — from regular courses offered by various departments of the university. Auditing selected courses (by petition) is also permitted.

In the spring semester, academic year students continue language instruction, take two to three specially organized courses, and, depending on their level, one or two regular university courses with Russian students.

Housing and Living Conditions

The School in Russia is committed to maintaining high living standards and a secure environment for its students. Students in Voronezh are housed in double dormitory rooms, with a Russian roommate from Voronezh State University whenever possible. The dorms are located in close proximity to the university and include a communal kitchen and shared bath on each floor. Students also have the option of living with a host family for an additional monthly fee, which includes breakfast and dinner daily.

Travel and Extra-curricular Activities

School in Russia students participate in a complete package of excursions designed to immerse them in the rich cultural heritage of Russia. During a three-day orientation in Moscow, a bus or metro tour of the city orients students to Russia's capital. In Voronezh, the School in Russia organizes a variety of short excursions as part of the required Russian Life and Culture course. In the past, these have included visits to the opening of the Philharmonic, the Puppet Theater, ballet and dance classes, folk music concerts, Russian cooking lessons, museum tours of local and national interest, and musicals. These weekly outings are supplemented by one or two three-five day excursions per semester that have taken students to cities such as Vladimir, Suzdal, Kislovodsk, Piatigorsk, and St. Petersburg. Students have toured historic churches and monasteries along the Golden Ring; tasted from and bathed in the renowned mineral springs in the Russian Caucasus; and visited some of the innumerable museums and cultural monuments in St. Petersburg.

Students are encouraged to take part in extra-curricular activities while studying in Voronezh. Students have enjoyed horseback riding, piano lessons, ballet, working backstage in local theaters, drawing classes, cross-country skiing and ice-skating, teaching English to local families, swimming, and regular trips to the *banya*.

Internships

Internship placements in Voronezh have included NGOs.

Course Listings for Voronezh State University

The following are representative descriptions of courses that have been offered to program participants in previous years:

Russian Language L.I. Ivanova and staff

Section I: Conversation

The goal of this course is to advance students' facility in conversational Russian by developing their ability to assemble and use the various components of common speech in appropriate situations. The approach used is the communicative method; it is organized on a thematic principle and encompasses the most important aspects of discourse and daily speech for foreign students. Written composition and oral examinations are employed throughout the course to measure student progress.

Section II: Grammar

The goal of this course is to deepen and systematize the student's knowledge in the areas of word formation, vocabulary/lexicon, and grammar. The course acquaints students with various styles of functional discourse and refines their speech patterns and oral abilities; it likewise broadens students' familiarity with different aspects of life in Russia through outstanding works of Russian literature.

Section III: Phonetics

The goal of this course is to help students perfect their articulation of the sound system of the Russian language; to correct both typical and individual mistakes in the pronunciation of the sounds and sound combinations known to be difficult for native speakers of English to master; and to specify the norms of acceptable pronunciation for words which have alternate or dialectical forms. A significant part of the course is also devoted to questions and procedures of intonation. The third goal of the course is to broaden the student's comprehension of the rules and variations of stress in Russian words, correcting misusages from earlier experience, and developing habits to insure the correct placement of stress in new vocabulary acquired as the learning process continues.

Russian Life and Culture Zh. G. Sokolova

This special survey course is designed to offer students in all areas of Russian studies an overall representation of the historical-cultural process and its special features in the Russian context. Basing its approach on a brief and chronological recapitulation of Russian history, the course examines the process of the formation of Russian national culture as it reaches successive new levels in the development of education, social thought, and all areas of the arts. The course incorporates discussions of the principal statesmen, scientists, writers, poets, artists, sculptors, architects, and performers whose gifted hands and fertile minds created Russia's remarkable spiritual culture. The course also includes visits to various artistic and musical theaters, museums, and churches of Voronezh city and *oblast'*.

History of the Russian Language M.T. Avdeeva

This course will be divided into two programmatic parts, the first treating the historical grammar of the Russian language and the second the history of the Russian literary language. The first part will demonstrate the development of the sound system and the grammar of oral-conversational Russian in the period from the 11th through the 16th centuries. The second part of the course will examine the creation of the written language system for secular, clerical, and business uses during the pre-national

period in the history of the literary language; the formation of the Russian literary language on a national-group basis; and the role of various writers in its development.

Masterworks of 19th-20th Century Literature A.F. Smirnova

The material for this survey course is selected and arranged both to present the main developments and landmark works in Russian literature during the 19th and 20th centuries and to reveal the historical and cultural background of the development of that literature. The principal literary trends of the period are examined, and the works of the greatest writers are highlighted individually in this context. For convenience of comparison and analysis the works are grouped together as prose, poetry, and drama. Analysis of the work of an individual author as a master of different genres working within a single style is also possible in the framework of the course. The principal aims of the course are to raise the student's level of cultural understanding and area-studies knowledge of Russia, as well as to develop particular communication skills (aural comprehension, reading, and speaking) — all toward the end of strengthening the base from which further study of Russian literature may be undertaken.

Masterworks of Russian Prose and Poetry: 1845-1904 Staff

The goal of this course is to convey a sense of the richness of later 19th century Russian literature — its artistic and intellectual strengths as well as its accomplishments in genre and style — using selections from three of its greatest representatives, Turgenev, Dostoevsky, and Chekhov. The material used in the course has been selected and arranged to best represent the specific features of each writer and to delineate the place of each in the historical and socio-cultural context of 19th century Russia.

Masterworks of 20th Century Poetry A.F. Smirnova

This course will examine works by Blok, Mayakovsky, Esenin, Akhmatova, Mandelstam, Tsvetaeva, and Pasternak. Particular attention will be paid to the work of those poets (Akhmatova and Mandelstam) whose lives were connected in

specific ways with Voronezh. The course includes both lecture and interactive-participation components. The poems will be read in the following contexts: with linguistic and area-studies commentaries; as objects of literary analysis; and for poetic interpretation. The course seeks to serve both literary and linguistic ends, including the development of speech patterns, recitation, and comprehension of the written word through literary texts. The course also includes a significant area-studies component, acquainting the student more closely with the history and culture of Russia in the 20th century.

Modern Russian History and Contemporary Politics V.I. Fedosov

Part I: Russian-American Relations
This segment covers the complex history of relations between Russia (including the Soviet Union) and the United States. Using an approach based on objective analysis, historicism, and a recognition of the priority of universal human values, the entire dynamic of relations between the two nations is examined. The tremendous potential for economic, scientific/technical, and cultural interchange between the two nations is also explored.

Part II: Current Politics in Russia
The second half of this course explores Russia's complex and contradictory transition from a totalitarian communist regime to a democratic state and society. This transition has at times been marked by dramatic events, as in August 1991 and October 1993. Students will get a detailed picture of the establishment of a multi-party system in Russia, including extensive information on the political leaders who figure prominently in the process of democratization (Yeltsin, Gorbachev, Gaidar, Chernomyrdin, Primakov). The "opening" of Russia's foreign policy will also be used to examine her new role in the international community.

Perevod: Seminar on Russian Translation S. Belkin

The goal of this course is to develop the students' capabilities in oral and written translation by examining the contrasting grammatical and lexical

structures of Russian and English, the genre-related and stylistic peculiarities of translated materials, and the "background" knowledge of the translator.

The following list is representative of regular university coursework taken by previous students at Voronezh State University. A full list of course offerings will be available to students on-site in Voronezh.

Old Slavic
Ancient Greek
History of Totalitarian Regimes
Linguistics: Communicative Distinctions among Ethnic and Nationality Groups

IV. Yaroslavl State University

Yaroslavl State University is located in this city famous for its over one hundred churches. An important industrial center, Yaroslavl lies along the banks of the Kotorosl and Volga rivers, four hours north of Moscow. Home to many museums, it is possible to see works by Konstantin Korovin and many other renowned Russian artists.

An important regional political center and a modern — but not overwhelming — Russian city, Yaroslavl was founded by Yaroslav the Wise at the beginning of the 11th century. It approaches its 1000th anniversary as one of the great traditional centers of trade, culture and statecraft in the Russian heartland. A constituent city of Russia's historical Golden Ring, Yaroslavl was a stronghold of resistance against the Mongol invasion, a temporary national capital during the 17th century Time of Troubles, the site of an outstanding ensemble of early Russian church and secular architecture, the birthplace of Russian theater, and the home of early Russia's first great literary-historical monument, The Lay of Igor's Campaign. Yaroslavl has long been a popular site with students.

Academic Program
Single semester students in the School in Russia's Yaroslavl program are required to take the following four courses organized especially for the group and taught by specialists in Russian as a foreign language:

- Russian Conversation
- Russian Grammar

• Russian Phonetics
• Russian Life and Culture

These classes average eight students and may be further subdivided to accommodate varying levels of language proficiency.

Students select a fifth course from the list of *spetskursy* or — with sufficient Russian and subject area preparation — from regular courses offered by various departments of the university. Auditing selected courses (by petition) is also permitted.

In the spring semester, academic year students continue language instruction, take two to three specially organized courses, and, depending on their level, one or two mainstream courses with Russian students.

Housing and Living Conditions

The School in Russia is committed to maintaining high living standards and a secure environment for its students. Students in Yaroslavl are housed in double dormitory rooms, with a Russian roommate from Yaroslavl State University whenever possible. The dorms are located in close proximity to the university and include a communal kitchen and shared bath on each floor. Students also have the option of living with a host family for an additional monthly fee, which includes breakfast and dinner daily.

Travel and Extra-curricular Activities

School in Russia students participate in a complete package of excursions designed to immerse them in the rich cultural heritage of Russia and the FSU. During a three-day orientation in Moscow, a bus or metro tour of the city orients students to Russia's capital. In addition to the local excursions in Yaroslavl that are included as components of the required Russian Life and Culture course, the School in Russia features one weekend overnight trip to a nearby historical center and a longer trip near the end of the semester.

Recent day excursions have included visits to this medieval city's Kremlin grounds; tours of monasteries; visits to icon, art, and history museums; boat rides on the Volga; and longer trips to such sites as Suzdal, Sergiev Posad (Zagorsk), Troitse-Sergieva Lavra, and multiple points in Moscow (including the Kremlin, the Armory, and

the Tretiakov Gallery). Last year's students took a four-day excursion to St. Petersburg which included a bus tour of the city, trips to the Hermitage, the Russian Museum, St. Isaac's Cathedral, Pushkin (Catherine's Palace, the lyceum where Pushkin studied), and a performance of *Swan Lake* at the Mariinskii Theater.

Independently, students attended performances at the Yaroslavl Volkov theater and the philharmonic, visited their Russian roommates' homes in Rybinsk and other towns in Yaroslavl *oblast'*, and traveled to Vladimir, Vologda, and Moscow on weekends.

Students took advantage of the extracurricular activities at Yaroslavl State University by getting involved in sports such as volleyball, ice hockey, aerobics, fencing, and dance. Students regularly attend hockey and soccer games with their Russian friends and volunteer locally at the Yaroslavl Theater Institute doing technical work and independent film projects.

Internships

Students in Yaroslavl have been placed with local newspapers, government offices, and NGOs.

Course Listings for Yaroslavl State University

The following are representative descriptions of courses that have been offered program participants in previous years:

Russian Language Staff

Section I: Conversation

The goal of this course is to advance students' facility in conversational Russian by developing their ability to assemble and use the various components of common speech in appropriate situations. The approach used is the communicative method; it is organized on a thematic principle and encompasses the most important aspects of discourse and daily speech for foreign students. Written composition and oral examinations are employed throughout the course to measure student progress.

Section II: Grammar
The goal of this course is to deepen and systematize the student's knowledge in the areas of word formation, vocabulary/lexicon, and grammar. The course acquaints students with various styles of functional discourse and refines their speech patterns and oral abilities; it likewise broadens students' familiarity with different aspects of life in Russia with outstanding works of Russian literature.

Section III: Phonetics
The goal of this course is to help students perfect their articulation of the sound system of the Russian language; to correct both typical and individual mistakes in the pronunciation of the sounds and sound combinations known to be difficult for native speakers of English to master; and to specify the norms of acceptable pronunciation for words which have alternate or dialectical forms. A significant part of the course is also devoted to questions and procedures of intonation. The third goal of the course is to broaden the student's comprehension of the rules and variations of stress in Russian words, correcting misusages from earlier experience, and developing habits to insure the correct placement of stress in new vocabulary acquired as the learning process continues.

Russian Life and Culture V.V. Tomashov
This course offers an analysis of the formation and development of a unique Eurasian historical-cultural phenomenon — Russia — which is distinguished both by its singular ethnic composition and by its very location in space and time. The process of her establishment and subsequent survival covers a period of over a thousand years of history and takes place over enormous territory in Europe and Asia. The course features extensive use of slides as well as specially-developed audio and video materials.

History of Russia: 10th century-1725 V.P. Fediuk
This course is devoted to the historical evolution of the Russian nation-state and its culture, tracing Russia's origins from medieval Rus' of the first

millennium to the emergence of early modern Russia in the era of Peter the Great. Outstanding figures in Russia's religious, political, and cultural spheres are dealt with in considerable detail, and an attempt is made to correlate the efforts and activities of these leaders with the larger development of Russian society as a whole.

The Origins of Contemporary Russia, 1861-1991 V.P. Fediuk
This course acquaints the student with the history of Russia and the Soviet Union from the end of the 19th century until the beginning of the 1990's. Students will explore relationships between government and society as well as study individual political leaders. Special attention will be given to the effects of events and individuals on modern Russian history and their impact on contemporary life in Russia.

Masterworks of Prose and Poetry: the 19th Century N.N. Paikov
This course acquaints the student with key (or characteristic) original texts from Russian literature of the classic period, describing, along with the works under examination, the important contexts — historical-cultural, philosophical-moral, esthetic, and that of daily life — in which this literature appeared.

Primary attention will be devoted to accurate reading of the texts — in accordance with the Russian reader tradition, the authors' intent, and scholarly-philological interpretation — with the goal of allowing student-readers to form their own multifaceted individual interpretations of the Russian classics, from which 20th century Russians have drawn so much of their cultural orientation. Students will learn about significant ideas within the national culture which were developed in Russian prose and poetry during the last century.

Masterworks of Russian Prose and Poetry: the 20th Century Staff
This course will acquaint the student with the most significant Russian literary developments in the 20th century. Students will be exposed to a wide variety of artistic conceptions and individual styles through the study of short texts and excerpts from

the most representative works of different literary periods and movements. Course material will include biographical and cultural background, essential vocabulary, literary terminology, philosophical, ethical, and aesthetic ramifications, and artistic attention will be given to the study of the author's viewpoint. Special attention will be given to the study of tradition and innovation, the connections between Russian literature and the most important tendencies in world literature, and interaction with Western literature, including English and American. Readings in the original Russian will be supplemented by independent study of additional texts by the same author in English translation with the intent of deepening students' understanding of the work.

Modern Russian History and Contemporary Politics O.I. Zatsepina

The aim of this course is to provide students with reliable and objective information on the current situation in Russia in various issue-areas, including state power, the government apparatus, politics, the mass media, political legislation, legal consciousness, and bureaucracy. The course will include detailed discussions of the institutional changes in property relations and perspectives for the establishment of an open political process in the Russian Federation.

Perevod: Seminar on Russian Translation Staff

The goal of this course is to acquaint the student with the principal methods of solving translation problems and the fundamentals of contemporary translation theory. Secondary goals are to develop a thorough understanding of the peculiarities and nuances of a foreign text, to expand vocabulary, and to explore the most productive and efficient uses of dictionaries.

The following list is representative of regular university coursework taken by previous students at Yaroslavl State University. A full list of course offerings will be available to students on-site in Yaroslavl.

History of Social Work in Russia
Geoecology
19th century Russian Literature
History of Russia: 1930-Presnt
History of Russia: Early 20th century
Role of *Pravoslavia* in Russian Foreign Policy
History of Relations between Church, State, and Society of the Soviet Union

THE MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Based on the belief that language competancy is essential to true cultural understanding, the Middlebury College Language Schools were founded in 1915 to offer an intensive and rigourous approach to language learning and cultural appreciation. Every summer the college is transformed into an international campus where adult students of all ages take "the Language Pledge" - a formal committment to speak only their language of study for the six-, seven-, or nine-week session. The pledge enables students to focus their energies on the acquisition of language skills, to internalize patterns of communication, and to gain cultural perspective associated with the target language.

There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish, and courses range from beginning to advanced to graduate study. Middlebury offers an M.A. in five of the languages and a Doctor of Modern Languages for teacher-scholars proficient in two foreign languages. For more information please contact the Language Schools at 802-443-5510 or at <languages@middlebury.edu>.

MIDDLEBURY COLLEGE SCHOOLS ABROAD

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

DAVID A.J. MACEY
Director of Off-Campus Study
Ph.D., Columbia University

Middlebury College has endorsed the Guidelines for Responsible Study Abroad: Health and Safety, established by the Inter-Organization Task Force on Safety and Responsibility in Study Abroad.

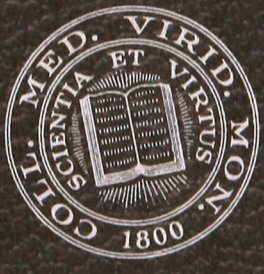
Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

THE SPANISH SCHOOL

Summer 1999
Academic Year 1999-2000

Comunidad universitaria de Middlebury



Pasaporte

The Language Schools
MIDDLEBURY COLLEGE

The Spanish School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
802/443-5510
FAX: 802/443-2075
languages@middlebury.edu
http://www.middlebury.edu/~ls

Summer 1999

Seven-Week Session
June 25 - August 13
Total: $4,485
(Tuition $2,860; Board $1,160; Room $465)

Six-Week Graduate Session
June 28 - August 13
Total: $4,360
(Tuition $2,860; Board $1,075; Room $425)

Academic Year 1999-2000
The School in Spain

Graduate Program
Tuition: Full-year - $11,315

Junior Year Program
Tuition: Full-year - $11,485, Semester - $6,000

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The Program for 1999

Palabras de la Directora

¡Les ofrezco a todos una calurosa bienvenida a nuestro programa de 1999!

Como nueva directora, tengo el gusto de invitarles a contemplar lo que se tiene preparado para este último verano del milenio.

Una de las novedades más inmediatas es la entrevista oral de ACTFL que se dará a todo nuevo estudiante apenas llegue a la Escuela. La conversación, realizada en español con un entrevistador certificado, durará de 15 a 30 minutos, y junto con el examen escrito, proporcionará una idea más exacta del nivel de capacidad comunicativa poseída por el estudiante. Esto nos permitirá agrupar a los estudiantes de una manera más homogénea en cursos que respondan a sus necesidades lingüísticas particulares. De igual importancia, la entrevista le va a ofrecer al mismo hablante unos indicios bien claros de sus habilidades comunicativas y de los elementos que precisen mayor estudio y práctica. A través de la segunda entrevista, organizada para el final del verano, el estudiante podrá medir su progreso y determinar los logros lingüísticos alcanzados durante las 6 o 7 semanas de participación en el programa. El curso de la Profesora Swender sobre el arte de entrevistar y sus implicaciones pedagógicas, además del taller de entrenamiento de ACTFL que se celebrará para profesores en julio, van a complementar esta renovación en el sistema de evaluación del estudiantado y atraer mayor interés investigador a este campo de estudio.

El año 1999 verá un suceso de gran significado en la historia de este hemisferio: la devolución oficial del canal a Panamá por los EE.UU. La singularidad de este acontecimiento nos lleva a reflexionar oportunamente sobre las relaciones políticas, económicas y culturales mantenidas a lo largo de este siglo, sobre todo con respecto a Centroamérica, el Caribe y los Estados Unidos. La Escuela responde a estas cuestiones palpitantes con nuevos cursos y un programa dinámico de actividades que resaltan las costumbres, la cultura y

la expresión artística de esta región.

El Profesor Coronil enfatizará el tema de la formación nacional y las influencias transnacionales en su curso sobre Cuba, Panamá y los EE.UU.; el Profesor Ulloa considerará cuestiones de dictadura y guerra, de desafíos ante la democratización y de la realidad geopolítica de Centroamérica en su curso sobre la historia contemporánea de El Salvador. La teología de la liberación será tratada específicamente en su dimensión literaria y testimonial en un curso impartido por el Profesor Concha, con un enfoque especial en el revolucionario nicaragüense Ernesto Cardenal. Los cursos de expresión artística — el teatro (Plata), la música española y latinoamericana (Roiz), el cine latinoamericano (Breiner-Sanders), el arte mexicano (Gutiérrez Haces) — servirán para vincular estas materias con las actividades co-curriculares celebradas en la Escuela: el festival de cine, la Zarzuela, el Coro, las clases de baile, las presentaciones musicales, el cabaret-carnaval y el baile de disfraces [¡¡No olviden sus máscaras y disfraces!!]. Los cursos de cultura tanto en nivel subgraduado como graduado (Guarnaccia, Retana, González, Placer, Sainz) apoyarán la dinámica del programa de la Escuela al reforzar las ideas y los temas traídos por los conferenciantes y artistas invitados, para que todos puedan realizar uno de los objetivos primordiales del programa: aprender y desarrollarse académica, lingüística y socialmente a través de las actividades llevadas a cabo dentro y fuera del salón de clase.

Un hecho poco conocido es que muchos profesores del programa se dedican a escribir obras creativas, y hasta han recibido premios por sus novelas, poemas y escritos de otros géneros. Tendrán la oportunidad de explicar su arte en una serie de paneles destinados a considerar cómo se pone en marcha una idea literaria y cómo se adquiere la disciplina para llevar a cabo la creación y publicación de la obra. Todo esto indudablemente será útil para nuestros estudiantes, ya que todos tendrán que escribir trabajos, aunque sean académicos.

El enfoque del programa no será exclusivamente sobre este hemisferio. Como en años anteriores, habrá un amplio número de cursos destinados a la literatura, la cultura y la civilización

de España. Tres temas nuevos se destacan: el sentido de honor en la literatura del Siglo de Oro y el Siglo XX (Carreño), autoras contemporáneas que escriben sobre la guerra, la memoria y la escritura (Livosky) y los castellanos medievales y sus percepciones de sí mismos (Beltrán). Se notará también una división hecha entre las secciones del curso *Análisis Literario* y la nueva sección sobre la teoría crítica y textos culturales (Polo de Bernabé) dirigida a estudiantes que quieran profundizar en las dimensiones teóricas del estudio literario.

Se ofrecerá un curso que tratará de la poesía como producción lingüística y de la práctica de ritmos poéticos (Castillo). Otro enfocará en la centralidad de los romances y romanceros en la literatura española a través de los siglos (Beltrán). Como aportación computacional, se dictará un curso sobre la informática y sus usos pedagógicos dentro de la tecnología multimedia y el Web (Salaberry).

Como se notará, este año habrá mayor énfasis en el estudio de la lengua en téminos de fonética, fonología y adquisición de segundo idioma (Cabrera, Moreno de Alba, Liskin-Gasparro, Rogers). Estos cursos representan el inicio de un programa más ambicioso para la Escuela en el campo de la lingüística.

La Escuela va creciendo y, con ello, necesariamente el equipo administrativo. Este año, hay dos subdirectores, cada uno encargado de una sección del programa: el Dr. José Polo de Bernabé, veterano al servicio de la Escuela, sobre todo en la enseñanza de la literatura, y la Dra. Alicia Ramos, de mucha experiencia docente en la Escuela, específicamente en el campo de la lengua, la pedagogía, y la metodología.

Todos nosotros anticipamos su llegada con mucho entusiasmo, y estamos bien preparados para proporcionarles un verano inovidable de inmersión y de máximo desarrollo académico. ¡Hasta pronto!

Karen Breiner-Sanders
Directora

Spanish At Middlebury

The Spanish School offers its students a variety of programs during the summer, including intensive language training from beginning to advanced levels, and graduate programs leading towards the M.A. or D.M.L. degree. The School in Spain has programs designed for undergraduates wishing to spend their junior year in Madrid and for graduates who complete their M.A. degree with an academic year in Madrid.

Graduate Degrees

Master of Arts
Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education and possess a firm command of spoken and written Spanish. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees. The GRE (Graduate Record Examination) is not required for admission.

To receive the Master's degree in Spanish, students must earn a total of twelve course units. Students are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn the remaining nine units either during a series of summers on the Vermont campus or during an academic year in Madrid. The program provides a broad base in language, literature, and civilization. It is designed as a self-contained entity, rather than as the first stage of a doctoral program.

A normal load is three units per summer. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the placement tests taken prior to registration.

Doctor of Modern Languages
The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in Spanish is a prerequisite for entrance to the program as well as graduate level in the second language before making application. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Spanish; three graduate courses in a second language (French, German, Italian, or Russian); a comprehensive examination in Spanish; residency abroad; proof of successful language teaching experience; a dissertation and its oral defense.

For further information, please contact the Office of the Dean of Languages and International Studies at Sunderland Language Center, Middlebury College, Middlebury, VT 05753 (802) 443-5508.

Credit

Credit is defined in terms of *units.* One unit equals three semester hours.

Undergraduate courses in the seven-week session (levels 100-300) award three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The validity of a degree, which certifies a level of achievement, does not expire. The Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credit

After formal admission to a graduate degree program, candidates for the M.A. or D.M.L. degree (first language) may request permission from the Director of Academic Records to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury

(three units). Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

To obtain approval for transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credit towards an advanced degree at an accredited college or university. The courses must have been taught in Spanish in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the Director of the Spanish School. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $1,080 (tuition $640; room and board $440).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions

materials published by the Language Schools each year.

Enrollment

Upon acceptance, all students must pay a $200 non-refundable enrollment deposit to be applied to the tuition charges.

All students, during the summer and abroad, must pay full tuition even if they carry less than the full load of courses. Permission to register for a fourth unit of credit during the summer session must be requested, in writing, from the Coordinator of the Spanish School before the beginning of the session. Only students who need a fourth course in order to graduate at the end of the session will be granted permission. The extra course fee for the six week session is $985.

Application and Admission

Application materials for the 2000 summer session and the the 2000-2001 academic year abroad will be available in the fall of 1999 from:

The Spanish School
Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802-443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College. Students must be high school graduates.

Administration, Faculty, and Staff

Director: Karen E. Breiner-Sanders, Ph.D., The George Washington University. Professor Breiner-Sanders is Associate Professor of Spanish and Hispanic Studies in the School of Foreign Service and the Department of Spanish and Portuguese, Georgetown University. She teaches Hispanic film, high-level language courses, and seminars on violence and human rights in Latin America. An ACTFL-certified oral proficiency tester and trainer, Dr. Breiner-Sanders has conducted numerous workshops throughout the country and internationally on proficiency testing and proficiency-oriented instructional design. Her publications include *"La familia de Pascual Duarte" a través de su imaginería, The ACTFL Oral Proficiency Guidelines and Explanatory (co-author, co-editor), The ACTFL Performance Guidelines for K-12 Learners (co-author),* as well as chapters and articles on Hispanic literature and film, and on language testing, instruction, and acquisition. Her current project is a book on Hispanic cinema and content-based instruction.

Assistant Director: José Manuel Polo de Bernabé, from Madrid, obtained his Ph.D. in Hispanic literature and critical theory from Cornell University. On the faculty of Romance Languages and Literatures and the Curriculum of Comparative Literature at the University of North Carolina, Chapel Hill, Prof. Polo de Bernabé focuses his research and teaching on 19th and 20th-century Hispanic literature. He has published a book on poetry and consciousness in the works of Jorge Guillén, essays on drama, theory and practice of the Spanish avant garde, autobiography, and other essays on modern literature. Present research projects include myth and the project of modernity in Spanish literature, and theory of Spanish 19th and early 20th-century autobiographic writings. He has worked extensively on the Advanced Placement Exam.

Assistant Director: Alicia Ramos earned her Ph.D. from the University of Pennsylvania. Professor Ramos has held teaching appointments at Barnard College in New York, Williams College in Massachusetts, and Indiana University of Pennsylvania. She is currently Assistant Professor of Spanish and Coordinator in Romance Languages at Hunter College (CUNY). In addition to writing on Spanish literature and culture, she has conducted many workshops on language pedagogy and is co-author of the textbooks *Facetas: Conversación y redacción* and *Al corriente: Curso intermedio de español.*

Faculty

Eleodoro Abréu Gómez, from the Dominican Republic, received a *licenciatura* in modern languages from the Universidad Autónoma de Santiago in the Dominican Republic, and he earned an M.A. in Spanish from Middlebury College. During his years in the Dominican Republic, Prof. Abréu taught Spanish to Peace Corps volunteers, coordinated the Spanish Department at Entrena, S.A., taught English and French to high school students, and English on the college level. Prof. Abréu has written a novel which he hopes soon to publish. He currently teaches Spanish at Proctor Academy in Andover, New Hampshire.

Malena Barreiro Armstrong holds a Masters in Spanish and a Doctor of Modern Languages (in Spanish and German) from Middlebury College. Between 1982 and 1996, she taught courses in Spanish literature and civilization and culture at various campuses of the University of Maryland in Germany. Prof. Armstrong currently teaches civilization and culture at the Advanced Technical College (Fachhochschule) and is Professor of Spanish and Latin American Literature at the Cervantes Institute in Munich. Her publications include articles on linguistics and literary criticism, and several poems and short stories in various literary magazines and anthologies in Argentina, Germany, and the U.S. Prof. Armstrong's story, *El retrato,* won first prize at the XIII Certamen de Literatura en Lengua Castellana in Hamburg, 1993. Her book *La poética del Tango* is in print at Editorial Perfil, Buenos Aires, and she is currently working on a novel.

Luis Beltrán was born in Salamanca, where he attended the university and received his *licenciatura* in modern philology and law. He subsequently studied in the United States on a Fulbright Scholarship and earned his M.A. in English and Ph.D. in comparative literature from the University of Michigan. In 1965 he began his long and distinguished

teaching career at Indiana University, where at present he holds the title of Professor Emeritus of Spanish and Comparative Literature. He has written studies on Western European medieval topics and on Spanish lyric poetry. His books include: *Razones de Buen Amor, La arquitectura del humo: una reconstrucción del Romancero gitano, Las cantigas de loor de Alfonso el Sabio,* and *Cuarenta y cinco cantigas del Códice Rico de Alfonso el Sabio.* He was for some time a contributor to the Madrid newspaper *Ya,* and has published several collections of his own poetry and a novel.

Carlos Cabrera, from Spain, received his Ph.D. from the University of Salamanca, where he is currently Professor of Spanish. Prof. Cabrera has taught both students and teachers of Spanish in a variety of U.S. and European university programs in Spain. He has published extensively on the history of the Spanish language and Spanish grammar, and has participated in the preparation of the national examinations for the Diploma of Spanish Language for the Ministry of Education. His books include an edition of *Observaciones críticas sobre la excelencia de la lengua castellana,* by A. de Capmany.

Antonio Carreño, from Spain, received his Ph.D. from Yale University and taught at Yale, Columbia, and the University of Illinois before moving to Brown University where he holds the W. Duncan MacMillan Family Professorship in the Humanities. A specialist in 16th- and 17th-century Spanish literature with an emphasis on Golden Age poetry and the *comedia*, Prof. Carreño has published extensively in this field and on contemporary Spanish poetry: *La dialéctica de la identidad en la poesía contemporánea, El romancero lírico de Lope de Vega*, as well as editions of many Golden Age works and over seventy essays. Prof. Carreño has received numerous fellowships (Guggenheim, Fulbright, National Endowment for the Humanities, American Council of Learned Societies, American Philosophical Society), as well as awards and recognition: the Ramón Menéndez Pidal Prize by the Spanish Royal Academy and the Encomienda de la Orden Isabel la Católica, which was conferred in 1998 by the King of Spain. He has served as President of the International Association of Galician Studies, and as Treasurer and Vice-President of the International Association of Hispanists.

James Cassidy is an Instructor of Spanish at Oregon State University. He holds an M.A. in Spanish from Middlebury College, and is currently a doctoral candidate in the College of Education at the University of Oregon, with a research emphasis on the internationalization of higher education. In addition, Professor Cassidy is an ACTFL-certified oral proficiency tester and trainer.

Rafael Castillo, from Bilbao, Spain, studied music and received highest honors at the Conservatorio Superior de Música Juan Crisostomo de Arriaga. He also pursued classical languages and philosophy at the Universidad Complutense in Madrid, and with a Fulbright Scholarship,

earned his Ph.D. in linguistics and literature from the University of Illinois. Prof. Castillo has taught at the University of Illinois, the University of California at Berkeley, Boston University, la Universidad Carlos III de Madrid, and Middlebury College in Madrid. He has served for many years as the Musical Director of the Zarzuela and the choir in the Spanish School. Prof. Castillo has published a two-volume study of the Mexican poet Francisco de Icaza, as well as numerous articles on poetry, linguistics, and rhetoric.

Esther Castro Cuenca, from Spain, earned her Masters in the teaching of Spanish as a foreign language from the Universidad Antonio de Nebrija, Madrid, and is currently a doctoral candidate in language pedagogy and literature at the Universidad Complutense de Madrid. She has taught Spanish in the summer program of La Universidad Complutense de Madrid, El Instituto de Estudios Hispánicos, La Universidad Antonio de Nebrija, Middlebury College in Spain, and at several language institutes. Prof. Castro has served on the Examining Board of the D.E.L.E. (Diploma of Spanish as a foreign language), and at present, she functions as the Director of the Spanish House and teaches Spanish language courses at Middlebury College.

Jaime Concha, a native of Chile, received his *licenciatura* in literature and philosophy at la Universidad de Concepción, and later taught there. After pursuing graduate studies in France, and teaching both in France and at the University of Washington, Prof. Concha established himself at the University of California at San Diego. He received a Guggenheim Fellowship for 1978-79 and he was a member of the Board of Governors of the Humanities Research Institute. Prof. Concha is the author of numerous works on Chilean and Latin American poetry and on Colonial authors and ideas. He has published eight books and almost one hundred articles and essays, including monographic studies on Neruda, Darío, and Huidobro.

Fernando Coronil, from Venezuela, received a Ph.D. in anthropology from the University of Chicago, and teaches in the Departments of Anthropology and History at the University of Michigan. His recent writings include "Transculturation and the Politics of Theory: Countering the Center," introduction to the 1995 Duke University Press edition of Fernando Ortiz's *Cuban Counterpoint; Beyond Occidentalism: Towards Postimperial Geohistorical Categories* (Cultural Anthropology, 1996); and *The Magical State: Nature, Money and Modernity in Venezuela* (University of Chicago Press, 1997).

Nancy Cushing-Daniels, Ph.D. in romance languages and literatures from the University of California, Berkeley. Prof. Cushing-Daniels specializes in Golden Age Literature, particularly women writers and gender studies. At Gettysburg College, where she is currently Assistant Professor of Spanish, Prof. Cushing-Daniels teaches language

and literature courses, including a first year seminar on the music of Spain and Latin America. Her publications include articles on María de Zayas and Mariana de Carvajal.

Rita Gardiol lived and studied for an extended period in Puerto Rico. She then studied for her M.A. at Middlebury College, attended Madrid's Universidad Complutense under a Fulbright Scholarship, and earned her Ph.D. from Indiana University. Prof. Gardiol served as Chair of the Department of Foreign Languages and Interim Provost at Ball State University in Indiana, and as chair of the Department of Spanish, Italian, and Portuguese at the University of South Carolina. In addition to numerous articles in a variety of Hispanic journals, Prof. Gardiol has published a critical study on Ramón Gómez de la Serna, a monograph - *Argentine Jewish Short Story Writers* -, and recently a volume of translations - *A Silver Candelabra: A Century of Jewish Argentine Literature.*

Luis M. González, from Spain, is finishing a Ph.D. in Spanish language and literature at the University of Alcalá de Henares, where he also earned an M.A. He studied as an exchange student in the Latin American Literature program at the University of Maryland, and is presently pursuing a second Ph.D. at Georgetown University, where he also teaches expository writing. Among Prof. González's publications is the book *La escena madrileña durante la II República (1931-1939).*

Samuel Guarnaccia lived and studied in Spain at the Royal Conservatory of Music of Madrid. He received a degree in music from North Carolina School of the Arts, Winston-Salem, where he studied the classical guitar with Maestro Jesús Silva, under the auspices of visiting master Andrés Segovia. Formerly director of a nationally recognized graduate and undergraduate guitar program at the University of Denver, Prof. Guarnaccia has given recitals throughout the United States and Europe, performing an extensive repertoire from Renaissance to contemporary works. Prof. Guarnaccia taught Spanish at The Gailer School before assuming his present teaching position in the Spanish Department at Middlebury College. His publications include original solo and chamber compositions for guitar, as well as a variety of recordings.

María Luz Gutiérrez Araus, from Burgos, Spain, received her Ph.D. in Hispanic philology from Madrid's Universidad Complutense. She is now Professor of Spanish grammar at the Universidad Nacional de Educación a Distancia in Madrid and also serves as Vice President of the Asociación para la enseñanza del español como lengua extranjera (ASELE). She has published books and articles on Spanish syntax, the history of Spanish grammar, phonetics, and the teaching of Spanish as a second language. Among her works are *Estructuras sintácticas del español actual, Lengua española* (co-author), and *Manual de estilo* (co-author). Her latest publication is *Formas temporales del pasado en indicativo*

(Madrid, 1995).

Juana Ma. Gutiérrez Haces, from Mexico, is an art historian and Ph.D. candidate writing her dissertation. She completed her studies at la Universidad Nacional Autónoma de México and at la Universitá di Urbino in Italy. She is both a researcher at the Instituto de Investigaciones Estéticas and a Professor of Art History on the faculty at the UNAM. Prof. Gutiérrez Haces' field of expertise is Colonial Art of New Spain, and among her writings are *El Palacio de Comunicacions y Obras Públicas, Una muestra de la Arquitectura del Porfiriato*, and *El Pintor Cristóbal de Vallalpando.*

Elizabeth Guzmán, from Chile, studied at the University of Santiago, where she specialized in the teaching of English and has an M.A. from the University of West Virginia. She is finishing a doctorate at the University of Pittsburgh with a specialization in applied linguistics. Prof. Guzmán is currently the Language Director of the Undergraduate Spanish Program at Yale University and has extensive experience as a supervisor of language instruction in Chile, the University of Pittsburgh, and the University of Michigan.

Lizette Mujica Laughlin, from Cuba, is a Senior Instructor at the University of South Carolina, Columbia, where she received her M.A.T. Besides teaching beginning - and intermediate-level courses, she works with the MIBS program, an international business program, and coordinates the intermediate-level courses at the University of South Carolina. Prof. Laughlin co-authored the workbook for the *Entradas* Introductory Spanish program, as well as the *Puentes* text and workbook, a series for "high-beginner" learners of Spanish. She is an ACTFL-certified oral proficiency tester and trainer, as well as a tester of writing proficiency.

Judith E. Liskin-Gasparro received her Ph.D. from the University of Texas at Austin. She is Assistant Professor and Director of the elementary and Intermediate Language Program in the Department of Spanish and Portuguese at the University of Iowa, where she also teaches graduate courses in second language acquisition and teaching methods. A central figure in the development of proficiency testing and assessment in this country, Dr. Liskin-Gasparro has written numerous articles and book chapters on second language acquisition, pedagogy, and assessment. She is an ACTFL-certified oral proficiency tester and trainer, and regularly conducts workshops on oral proficiency testing, proficiency-oriented curriculum design, and assessment in foreign language programs.

Isabel C. Livosky, originally from Argentina, received her Ph.D. from New York University. Twice a Woodrow Wilson Fellow, she is Professor and Chair of the Department of Modern Languages at Knox College, where she has received recognition for her teaching through an award for excellence. In addition to writing articles and editing some of

Gracián's works, "Critical Introduction to *El Héroe, El Discreto, El Criticón* by Baltasar Gracián," and "On Power, Image, and Gracián's Prototype," she edited two volumes of the series *The Analysis of Hispanic Texts: Current Trends in Methodology*. Presently, she is working on issues of marginality in 16th- and 17th-century Spanish literature.

José G. Moreno de Alba received his doctorate in Hispanic linguistics from the Universidad Nacional Autónoma of Mexico. Professor Moreno is Director of Mexico's National Library, as well as Professor of Linguistics at the Universidad Nacional Autónoma of Mexico. He is a member of the Mexican Academy of Letters and has lectured in the former Soviet Union, Germany, and many countries of North and South America. Professor Moreno has written articles and books on linguistic topics, such as *Valores de las formas verbales en el español de México, Morfología derivativa nominal*, and *El español en América*. His most recent publications include the following books: *Diferencias léxicas entre España y América, La pronunciación del español en México y La prefijación en el español mexicano.*

Angeles Placer earned her undergraduate degree in Latin American and Spanish literature at the University of Puerto Rico, and her M.A. and Ph.D. from Cornell University. She taught at Cornell, Ithaca College, and Smith College before assuming her present position as Assistant Professor at Drury College in Missouri. Among Prof. Placer's academic interests are 20th-century Latin American literature, Caribbean literature, music and culture, and Modern Hispanic poetry. Among her publications is a forthcoming book *El metal de la voz: la génesis alquímica de América en Pablo Neruda*.

Jorge Plata, born in Bogotá, Colombia, graduated from the University of the Andes, where he began his theater career in 1966. He is a Professor of literature and theater at several universities in Bogotá and a founding member of the *Teatro Libre de Bogotá* (1973), where he has served as actor, director, and dramatist. In 1984, Professor Plata completed a very successful tour of the Far East and Europe with the Teatro Libre. He has recently written verse translations into Spanish of *King Lear* and *Macbeth*, and is the author of *Episodios comuneros*, a play for street theater, and a dramatic piece, *Un muro en el jardín (debut Paris, 1987)*.

Liliana Puppi-Redfern from Peru, received her Juris Doctorate from the School of Law at Pontificia Universidad Católica del Perú. She practiced law in Lima prior to attending the University of Pittsburgh where she completed an M.A. in international affairs and Latin American studies. In addition to teaching at several universities in Peru and working as a translator for U.S. firms, Prof. Puppi-Redfern has taught Spanish language and Hispanic culture at the University of Michigan, Middlebury College, Miami Dade Community College, and Florida International University. Currently she is teaching at the Intensive Language Institute at the University of Miami.

Roger Retana Calderón, from Costa Rica, received his M.A. in the teaching of French as a foreign language at the Sorbonne in Paris, and subsequently studied literature and linguistics in the Latin American Studies Program at the same university. In Costa Rica, Prof. Retana has pursued additional studies in translation, methodology, second-language acquisition, and strategic competencies. He has taught language and linguistic courses at the Universidad Nacional Autónoma de Costa Rica, in the Extension Program, and at Indiana University of Pennsylvania. Throughout his career Prof. Retana has also served as official translator and interpreter for Costa Rica and Unesco. His published materials include pedagogical essays and language readers.

Patrocinio Ríos Sánchez, from Narros del Castillo, Avila, Spain, received his Ph.D. in romance philology from the Universidad Complutense of Madrid. Prof. Ríos Sánchez teaches in the Middlebury Program in Madrid and also at institutes in the capital. He has published a variety of research works: *Lutero y los protestantes en la literatura española desde 1868* and *El reformador Unamuno y los protestantes españoles*, as well as articles on Galdós, Clarín, Pío Baroja, Jorge Guillén, and Blas de Otero, among others. Prof. Ríos Sánchez also published an edition of the play *Lutero*, by R. López Aranda.

Donna M. Rogers received her Ph.D. from the University of Toronto in Hispanic languages and literatures, and is Associate Professor and Chair of the Department of Spanish at Middlebury College. Prior to coming to Middlebury, she taught at the Pennsylvania State University from 1986 to 1998, where she was Interim Head in 1997-98. Prof. Rogers specializes in Spanish and Catalan philology, and is the author of "The Evolution of Spanish Sounds" software, which received the EDUCOM 1991 Distinguished Software Award. She has edited several treatises of Francesc Eiximenis' *Dotzè del Crestià*, and is co-author with Isidro Rivera of a forthcoming edition and study of *La Historia de la donzella Teodor.*

Carmen Roiz, from La Coruña, Spain, began her music studies at the Conservatorio Superior de Música de La Coruña, where she also studied classic ballet and Spanish dance. Prof. Roiz graduated from the Real Conservatorio Superior de Música, having studied with Antonio Barrera and Mercedes Goicoa, and she continued her musical training in Buenos Aires, Argentina, and Sao Paulo, Brazil. She has taught music and voice in a variety of school settings, most recently in the Conservatorios Municipales de Madrid. Prof. Roiz also directs the Cultural Program of the Filmoteca of the Ministry of Foreign Affairs, where she is in charge of film and video. Her own works include lessons on intonation, two pieces for piano, and a "Blues" piece for piano and flute.

Gustavo Sainz, from Mexico City, served for ten years as Professor and Chair of the Department of Journalism and Communication Sciences of the Universidad Nacional Autónoma de México. He has taught at the University of Wisconsin at Madison, the University of New Mexico at Albuquerque, and currently at Indiana University, Bloomington. Professor Sainz has received grants from various foundations, including Ford, Guggenheim, Tinker, and The Center for Inter-American Relations. Among his works are: *La Princesa del Palacio de Hierro*, for which he won the Xavier Villaurrutia Prize; *Gazapo*, *Obsesivos días circulares*, and *Compadre Lobo*. His most recent novels are *A la salud de la serpiente*, *Retablo de Inmoderaciones y heresiarcas*, *Salto de tigre blanco*, *Quiero escribir pero me sale espuma*, and *La Novela virtual*. Many of his works have been translated into other languages.

Rafael Salaberry, from Uruguay, received his Ph.D. from Cornell University in second language acquisition and teaching. He taught at the University of Minnesota before moving to Pennsylvania State University as Assistant Professor in the Department of Spanish, Italian and Portuguese. Prof. Salaberry is currently the Director of the Basic Language Program of Spanish. He has published in professional journals on second language acquisition and teaching, including the area of computer-assisted instruction and communication. He is currently on the Editorial Board of the journal *Language Learning and Technology*.

Samuel G. Saldívar, a native of Mexico, is Professor of Spanish and Director of Instruction in the Department of Foreign Languages at the United States Military Academy, West Point, N.Y. He earned his B.A. in Spanish and M.A. in Foreign Language Education at Florida University, and his Ph.D. in Latin American Literature at New York University. His teaching interests are Latin American literature, foreign language pedagogy, and Spanish language at all levels. He has published a book on the role of the female character in the Mexican novel. His present projects include co-authoring a textbook on Latin American culture and civilization, and translating an historical novel on Simón Bolívar.

Elvira Swender, from New York City, has lived in Cuba, Spain, and the Republic of the Philippines. She holds a Doctor of Arts degree from Syracuse University with a dissertation topic on "The ACTFL OPI in the Workplace: Testing and Training Heritage Speakers of Spanish." Prof. Swender served as Spanish Language Coordinator at Syracuse University before being named Director of Professional Programs at the American Council on the Teaching of Foreign Languages. She is an ACTFL-certified OPI tester and trainer for Spanish and English, and consults on numerous testing and tester training projects both nationally and internationally. Prof. Swender served as Project Director for the ACTFL Performance Guidelines for K-12 Learners and for the 1999 Revision of the ACTFL Proficiency Guidelines, as well as Editor of the ACTFL OPI Tester Training Manual-Revised 1999.

Peter E. Thompson, from Ottawa, Canada, is a Ph.D. candidate in Spanish literature at the Pennsylvania State University. He specializes in Golden Age and 20th-Century Theater and has written on both the *gracioso* and on the notion of "family" as a socio-political construct in contemporary Spain. Prof. Thompson has served as on-site coordinator of Penn State's study abroad program in Salamanca, Spain, as well as student adviser of study abroad programs in general at Penn State. He is presently assisting in research and teaching of a distance learning course "Dangerous Liaisons: Literature and Visual Arts" between Penn State and Florida State University. Prof. Thompson has joined the faculty of the Spanish Department at Middlebury College, and will begin teaching there in the fall.

Félix Ulloa, Jr., from El Salvador, earned law degrees from Madrid's Universidad Complutense and from la Universidad de El Salvador. He completed his post-graduate studies at the Institut International d'Administration Publique in Paris, and at the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota. Since 1994, Prof. Ulloa has served as Magistrate of the Supreme Electoral Tribunal. He has taught at the Universidad de El Salvador and at the Universidad Centroamericana "José Simeón Cañas" in El Salvador. Prof. Ulloa has also served as President of the Institute of Law of El Salvador, as well as a member of the team of observers who provide oversight for political parties. He has given speeches at universities in the U.S., Canada, Mexico, Colombia, and Bolivia. Prof. Ulloa's publications include *La utopía continúa...*, *Pensamiento democrático*, and *El régimen financiero de los partidos políticos en El Salvador*.

Ana María Wiseman received her degree in translation from the State University of Antwerp, Belgium, in Dutch, English, Spanish, and French in 1979. She obtained the degree of Doctor of Modern Languages in Spanish and French from Middlebury College in 1996. She is Associate Professor of Foreign Languages at Wofford College in South Carolina where she also directs programs abroad. Professor Wiseman's teaching experience in both Spanish and French includes courses in language, literature, theater and film, and translation and interpretation. Her professional activities reflect her interest in educational technology and include papers and workshops on the instructional use of film and video.

Administrative Staff

Audrey A. LaRock, Coordinator
Lena I. Santillana, Assistant to the Director of the School in Spain
Edward (Kip) Simms Digges, III, Bilingual Assistant, undergraduate program
Staff, Bilingual Assistant, graduate program
Shona S. Malkar, Arrival Center Assistant
Kelly A. Leonard, Theater Assistant

Schedules, texts, and staffing are subject to change.

Intensive Language Courses

(Seven-Week Session)
Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. Each level is an integrated program and students must take all parts for a total of three undergraduate units.

Level 100

Abréu Gómez, Guarnaccia, Laughlin (coordinator)

101 Beginning Grammar
This course is designed to build on and expand control of basic grammatical structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all four language skills: understanding the spoken word, speaking, reading, and writing. Cultural information that will enhance a deeper understanding of the culture of Spanish-speaking peoples will be integrated into the course content. (1 unit)

102 Beginning Conversation
This course is designed to develop oral communication skills by systematically practicing a combination of everyday topics, such as family, daily routine, and pastimes, and survival topics, such as making travel arrangements, ordering meals, and shopping. Communicative strategies intended to facilitate communication with native speakers will be presented and practiced in a variety of meaningful and real-world situations. (1 unit)

103 Beginning Writing
This course is designed to develop beginning-intermediate level writing skills by presenting a process approach to writing that practices modes of written communication, such as narrations, descriptions, and comparisons, and integrates functions, such as writing social correspondence, reviews, and essays, and content areas into authentic tasks. Writing strategies, such as using a bilingual dictionary, editing, and paraphrasing, will be presented. (.5 unit)

104 Beginning Reading and Culture

This course is designed to develop reading strategies by providing abundant opportunities to read a variety of authentic text types, such as newspapers and magazine articles, realia, and brief literary selections. In addition to expanding the vocabulary base, the topics presented will serve as a springboard for listening, speaking, and writing activities. The information presented in the readings will increase cultural proficiency and knowledge. (.5 unit)

Required texts: Patti Marinelli and Lizette Mujica Laughlin, *Puentes: Spanish for Intensive and High-beginner Courses;* Patti Marinelli, Lizette Mujica Laughlin, and Elvira Swender, *Puentes: Cuaderno de actividades y gramática suplemental,* 2nd ed. (Boston: Heinle & Heinle, 1998); Silvia G. Gómez, *El Punto en cuestión,* plus two tapes (Lincolnwood, IL: National Textbook Company, 1998).

Recommended texts: The Oxford Spanish Dictionary. (Oxford University Press, 1996); Emily Spinelli, *English Grammar for Students of Spanish,* 4th ed. (Ann Arbor, Michigan: The Olivia and Hill Press).

Level 200

Cassidy, Castro Cuenca, Guzmán (coordinator), Retana

201 Intermediate Grammar and Conversation

Cassidy

This course is designed to help students develop oral expository skills by encouraging them to activate and personalize the language forms and structures of Spanish, and expand their active vocabulary through meaningful and purposeful communication within authentic contexts. The classroom activities, which focus on a variety of discourse strategies, will encompass real-life linguistic tasks and situations developed through roleplays, class presentations, debates, and collaborative language use in a variety of content areas. Required lab sessions twice a week for practice on specific aspects of pronunciation. An overview of first-year

grammar will quickly be followed by the study and use of more complex structures and vocabulary, with the appropriate degree of accuracy necessary for successful communication. Classroom activities will progress from exercises that foster mastery of basic, discrete forms toward those that require the manipulation of larger segments of language. Using rather than merely knowing is stressed in this course. (1 unit)

Required texts: Mary Lee Bretz, Trish Dvorak, and Carl Kirschner. *Pasajes Lengua,* 4th ed. (New York: McGraw-Hill, 1997); Mary Lee Bretz, Trish Dvorak, and Carl Kirschner, *Pasajes: Cuaderno de Práctica,* 4th ed. (New York: McGraw-Hill, 1997).

204 Cultural Approaches

Retana

This course seeks to enhance an understanding of and an appreciation for the many cultures that are properly identified as Hispanic. Through a four-skills approach, culturally relevant linguistic and sociolinguistic aspects of the Spanish language will be targeted. Analytical skills will be fostered and insights facilitated and nurtured through cultural exploration and inquiry. Together with other resources, the World Wide Web will constitute an important source of input and guided research. (.5 unit)

Required text: Mary Lee Bretz, Trisha Dvorak, and Carl Kirschner, *Pasajes Cultura,* 4th ed. (New York: McGraw-Hill, 1997).

217 Reading

Castro Cuenca

This course is geared toward the improvement of the student's reading skills at the intermediate-advanced level in Spanish. Through exposure to and analysis of various types of discourse, dealing with both familiar and unfamiliar topics and issues, students will be guided towards comprehension of a wider variety of texts, including literary ones. Classroom activities will require that students recognize the distinctive features of Spanish rhetoric, identify main ideas and supporting details from simple and complex written passages, comprehend

facts to make appropriate inferences, discuss facts presented in the readings, interpret implicit information, identify dialectal differences in written texts, carry out morphological and syntactic analysis as a reading strategy to gain a better understanding of written texts, and report and summarize information taken from various sources. (.5 unit)

Required texts: Milton Azevedo and Kathryn McMahon, *Lecturas Periodísticas*, 5th ed. (Lexington, Mass: D.C.Heath and Co., 1996); Miguel Delibes, *Los santos inocentes* (Madrid: UNIGRAF, 1996).

219 Composition

Guzmán

This writing course complements 201, 204, and 217. Writing tasks will draw from students' reading of a variety of genres, covering topics related to major events, traditions, beliefs, and accomplishments of the Spanish-speaking world as exemplified in *Pasajes Lengua* and *Pasajes Cultura*. Writing will be practiced primarily as a process rather than product, that is, it will include pre-writing, multi-draft, peer review, and editing stages. Writing activities are intended to be purposeful and linked to real-world needs. (1 unit)

Required text: A good monolingual (Larousse) or bilingual Spanish Dictionary (Oxford Spanish Dictionary) and a double/high-density floppy disk for Macintosh computers.

Level 300

Armstrong, González, Maldonado, Placer, Puppi-Redfern, Wiseman (coordinator)

301 Grammar

Maldonado, Puppi-Redfern

This course will stress the expansion of students' active vocabulary and writing skills at the third-year level. Classroom activities will center on a thorough review of the most problematic aspects of Spanish grammar, as well as active use of the language taken directly from original texts. New vocabulary will be introduced through the reading of a variety of texts taken from the cultural, political, and literary world. (1 unit)

Required text: M. Dominicis, *Repase y escriba: curso avanzado de gramática y composición.*

303 Speaking

González, Wiseman

This course complements 301 and 309 and is designed to help students develop their oral and listening proficiencies. Oral presentations, roleplays, interviews, summarizing, formulating questions and comments, as well as exercises in which students give a critique of the speaker are all used to offer diverse opportunities for self-expression. The assignments will consolidate description and narration in the past and the present as well as provide the students a structured framework in which to present opinions and explain them. (.5 unit)

Students will be placed in a section of 301, 303, and 309 but may choose either 304 or 305 at the time of pre-registration. Class size is limited and registration will be handled in the order in which they are received in the mail, up to the limit for the section.

304 Spanish Culture

González

This course will deal with the evolving culture and civilization of Spain. It is designed to acquaint students with the important historical events and fundamental figures from the fields of literature, arts, politics, etc. who have contributed significantly to the shaping of modern Spain. The course will make extensive use of computers for the exploration of important issues discussed in class. (.5 unit)

Required text: Juan Kattán-Ibarra, *Perspectivas culturales de España,* 2nd ed. (Lincolnwood, IL: National Textbook Co., 1995).

305 Hispanic Culture

Placer

This course is designed to acquaint students with the important historical events and fundamental figures from the fields of literature, arts, and politics that have contributed significantly to the shaping of

Spanish-American cultures. The course will make extensive use of computers for the exploration of important issues as discussed by Carlos Fuentes. (.5 unit)

Required text: Carlos Fuentes, *El espejo enterrado,* 2nd ed. (Mexico: Fondo de Cultura Económica, 1994).

309 Advanced Writing

Armstrong, Puppi-Redfern

This course seeks to improve the writing skills of students by the use of participatory and collaborative activities. Authentic writing models will be introduced, reading skills will be enhanced, and manipulative and creative practice in communication will be fostered. E-mail activities, foreign language spell checking, and computer grammar resources will also be incorporated into the course dynamic. (1 unit)

Required text: M. Dominicis, *Repase y escriba: curso avanzado de gramática y composición*, 3rd ed. (New York: J. Wiley, 1998).

Strongly recommended: García-Pelayo and R. Gross, *Pequeño Larousse ilustrado.* This Spanish/Spanish dictionary is the only resource allowed during tests and exams.

Note: Advanced undergraduates who place above the 300 level will be permitted to take 401 if space allows.

Level 400

401 Advanced Grammar and Practice

Saldívar

This course will offer an in-depth review of those grammar topics in Spanish which continue to cause difficulties for the foreign language learner: the preterite-imperfect contrast, the tense system, impersonal and passive **se**, the clitic pronouns, the use of the subjunctive, and adjective placement. The review will be accomplished through a variety of activities in speaking, reading, and writing. Students, therefore, will improve not only their knowledge of grammar but also their proficiency in these skills. A program of vocabulary building will be incorporated as well. This course is taught during the six-week session but carries **one unit of undergraduate credit.**

Required text: Material in course pack form to be purchased at Middlebury.

Note: Students who place at the 400 level must take 401 and 505 and may choose one 500-level culture course. At the time of preregistration, each student will be informed of which culture course fits into their schedule.

Graduate Program of Studies

Curriculum and Degree Requirements

Graduate courses are numbered to indicate level of difficulty. Students are informed of their preliminary placement level in the pre-registration information sent upon enrollment in the School. To complete the placement process, an Oral Proficiency Interview will be administered to all new graduate students to the program on June 29, 1999.

Requirements for the M.A. for students accepted to candidacy beginning with the 1999 session of the Spanish School are as follows:

Summer of application: the three courses must include one language course at the proper placement level, the *Literary Theory* or *Literary Analysis* course, and a third course at the appropriate level, selected from the offerings in culture and civilization, literature, or professional preparation areas. Students placed at 501 must take 505 as the third course.

All candidates for the M.A. degree are required to take the following courses:

a. Two courses in Spanish or Latin American civilization and culture.

b. Three language/linguistics courses (401 may **not** be counted as one of these. Students enrolled in 401 must return for another summer session and place in 501 or 502 before gaining admission to the graduate program in Spain.)

c. 560 *Literary Analysis* or 660 *Literary Theory*

d. Three literature courses (560/660 may **not** be counted as one of these). For students not going to Madrid, 583 or 584 **and** 585 or 586 are required courses.

e. The other three courses are electives. (Candidates preparing for a teaching career are advised to take at least one course in the area of professional preparation.)

Graduate Course Descriptions

Key to three-week courses:
I designates session I (July 1-July 21)
II designates session II (July 22-August 11)

LANGUAGE AND LINGUISTICS

501 Advanced Spanish Language and Composition Gardiol, Ramos

This course utilizes an integrated approach to bridging the gap between intermediate and advanced levels of language, with particular emphasis on the development of writing skills. Recent research establishes a close link between reading and writing skills, and for this reason, reading of diverse types and sources will be targeted. Likewise, authentic video segments and films will be used to illustrate various language functions. Writing tasks will range from the creative and personal to the formal and academic. This course meets two hours a day. (1 unit)

Required text: James Crapotta and Alicia Ramos, *Facetas: Conversación y redacción* (Boston: Heinle and Heinle, 1994).

Note: Students who place at the 501 level must take 501 (two hours a day), 505, and 560. Students at the 501 level who successfully complete the summer, may go to Madrid but these students will be advised to take less than a full course load.

502 Advanced Spanish Language Cabrera, Gutiérrez Araus, Saldívar

The course is a detailed study of some of the more complex points of grammar and usage: indicative tenses with a special focus on the past, future, and conditional; the subjunctive in terms of tense and use in simple and complex structures; *ser* and *estar*; personal pronouns and the particle *se*; use of prepositions. (1 unit)

Required text: Francisca Castro, *Uso de la gramática española. Nivel avanzado* (Madrid: Edelsa, 1998).

Note: 502 is obligatory for all first-year graduate students, except those exempted on the basis of the placement test. Those with low placement examination scores will be required to take either 401 (no graduate credit) or 501.

505 Advanced Spanish Writing

Cushing-Daniels, Thompson

The objectives of this course are to improve the students' capacity to understand texts in Spanish and to develop their ability to express themselves in complex written formats. Both the comprehension and the writing dimensions of this course will be advanced through a variety of modes of expression and functions: description, narration, explanation, persuasion, hypothesis. Particular attention will be paid to the linguistic components that characterize each type of expression. (1 unit)

Required text: Cándido Ayllón, Paul Smith, and Antonio Morillo, *Spanish Composition Through Literature,* 3rd ed. (Upper Saddle River: Prentice Hall, 1996).

Note: 505 is required for all students who place in either 401 or 501.

518 Syntax of the Spanish Sentence

Gutiérrez Araus

This course begins with a consideration of the structure of the sentence and then moves to the different types of dependent clauses, their syntax, and their use. The course will be complemented by practical and creative exercises, identification, segmentation, and analysis of the various types of sentences studied. (1 unit)

Required text: E. Cascón, *Sintaxis. Teoría y práctica del análisis oracional* (Madrid: Edinumen, 1997).

601 Composition and Stylistics

Cabrera

The course focuses on the development of the written expression of the advanced student. It aims to improve expressive abilities by appropriate use of form and content toward mastery of the contemporary idiom. A variety of text types are presented and practiced through writing tasks, with group work integrated into the course to resolve difficulties in grammar, lexicon, and orthography. Particular attention is given to stylistic questions. (1 unit)

Required text: Graciela Reyes, *Cómo escribir bien en español* (Madrid: Arco-Libros, 1998); other materials will be distributed in class.

612 Trends in Contemporary Spanish

Cabrera

The course will offer advanced students the opportunity to consider the new tendencies and changes that have taken place in the Spanish language in the last few years, with a primary focus on the language as used in Spain, with some contrastive review of variant usages in the Americas. Through an initial consideration of the concept of linguistic norms, an array of linguistic tendencies will be explored that impact on the distinct planes of the language: graphic, phonetic, morphologic, syntactic, lexical, and semantic. (1 unit)

Required text: Leonardo Gómez Torrego, *Manual del español correcto*, vol. II (Madrid: Arco-Libros, 1992); material in course pack form to be purchased at Middlebury.

614 The Spanish Language in America (I)

Moreno de Alba

This course will study the most important aspects of the Spanish language as it is spoken on the American continent, with the aid of literature, history and, above all, linguistics. Departing from some reflections on the influence of the Andaluz and the Amerindian languages on the development of the Spanish language in the Americas, the course will address the main phonetic, grammatical, and lexical features of the Spanish language as employed on this continent. Current trends will be studied to investigate both the unity and the variety displayed in the Spanish used on this side of the Atlantic. This course meets two hours a day. (1 unit)

Required text: El español en América, 2nd ed. (Mexico: Fondo de Cultura Económica, 1993).

616 A Study of Poetry in Spanish as Linguistic Production Castillo

This course will consider those elements of the Spanish language that serve to support its rhythm from stress and syllabics to syntactic forms, rhetorical structures, and the words themselves. Regular and irregular rhythms in the construction of verses and poems will be studied, with special attention paid to diverse genres of poetry read aloud. In addition to instruction through student readings of the poets, systematic practice will be offered in pronunciation, syllabification, intonation, and the rhythm of the language for a complete understanding of the poetry. (1 unit)

Required text: Diez siglos de poesía castellana. Selección de Vicente Gaos (Madrid: Alianza Editorial); material in course pack form to be purchased at Middlebury.

617 Introduction to Second Language Acquisition (I) Liskin-Gasparro

This course will focus on key issues in second language acquisition theory and research, such as the nature of interlanguage, external and internal factors affecting L2 acquisition, and the role of classroom instruction and interaction in acquisition. Class sessions will consist of discussions of the readings; students will write a final paper that synthesizes research in a given area or applies it to the instructional context. This course meets two hours a day. (1 unit)

Required text: Rod Ellis, *Second Language Acquisition* (Oxford Introductions to Language Studies Series) (Oxford: Oxford University Press, 1997); materials will also be distributed in class.

618 Evolution of Spanish Sounds (II) Rogers

This course traces phonological change from spoken Latin to medieval and modern Spanish. Emphasis will be on patterns and processes of sound change, with computer-based practice. This course meets two hours a day. (1 unit)

Required text: Ralph Penny, *Gramática histórica del español.* (Barcelona: Ariel Lingüística, 1993).

CULTURE AND CIVILIZATION

530 Spanish American Culture Sainz

This course will seek to highlight conflicting social and political systems in Latin America with special emphasis on the problem of development, foreign debt, basic industries, the role of international corporations, relations of dependence, natural and political disasters, and alterations in daily life. (1 unit)

Required texts: Miguel León Portilla, *Visión de los vencidos* (Mexico: UNAM); Eduardo Galeano, *Las Venas abiertas de América Latina* (Mexico: Siglo XXI); Elizabeth Burgos, *Me llamo Rigoberta Menchú y así me nació la conciencia* (Mexico: Siglo XXI); Eduardo Galeano, *Memorias del fuego,* vol. III, *El Siglo del viento* (Mexico: Siglo XXI); Omar Cabezas, *La Montaña es algo más que una inmensa estepa verde* (Mexico: Siglo XXI).

545 Theater: Theory and Practicum Plata

This course is conceived as a linguistic and cultural experience, to expose students to the nature of drama and to acquaint them with selections from Hispanic dramatic literature. After a preliminary consideration of the theoretical and historical underpinnings of Hispanic theater, two practical stages will be followed. The first stage introduces the students to the basics of acting through dramatic readings, exercises in speech, and corporal expression. In the second stage, a play will be prepared and performed as a means of bringing together, in one project, all the work of the course. (1 unit)

546 Mexican Art of the Viceroyalty Gutiérrez Haces

The course will offer a general study of Mexican Colonial art covering the 16th through the 18th centuries. Within this framework, arquitecture, painting, sculpture, and the lesser arts will be investigated with the objective of gaining insights into a society in formation with particular charac-

teristics and its own unique identity and expression in conjunction with and in spite of its overarching European model. (1 unit)

Required texts: Pedro Fojas, *Historia General del Arte Mexicano. Epoca Colonial*, vols. I, II (Mexico: Editorial Hermes, 1969).

548 Mexican Muralism

Gutiérrez Haces

This course will study Mexican muralism from its pre-Hispanic and colonial roots, through the diverse 19th-century currents that gave form to the movement (political caricature, José Guadalupe Posada, the Masters of the Academy), to the renowned trinity of Rivera, Siqueiros, and Orozco. Attention will be paid to the successors of the movement as well as to those who worked in its shadow (Frida Kahlo), and finally to the independent artists who followed the tenets of muralism, such as Atl, Goitia, and Reyes Ferreira. (1 unit)

Required texts: Raquel Tibol, *Historia General del Arte Mexicano, Epoca Moderna y Contemporánea*, vols. I, II (Mexico: Editorial Hermens).

549 Spanish and Latin American Music: First Half of the Twentieth Century (II)

Roiz

The course begins with an introduction to the history of music through a review of its various periods. This is followed by a general consideration of Spain and Latin America during the first half of the 20th century as an introduction to an analysis of Spanish and Latin American music through its composers and the parallels that exist between them. Listening to music is a pleasurable pursuit. Studying and learning about this music makes the pleasure that much greater. This course meets two hours a day. (1 unit)

Required text: Tomás Marco, *Historia general de la música*, vol. IV, (El Siglo XX) (Madrid: Ediciones Istmo).

646 Contemporary Latin American Cinema

Breiner-Sanders

This course provides an overview of the significant

National Cinemas of Spanish-speaking countries in the hemisphere. Within the overarching framework of society and culture, specific topics are integrated through readings, screenings, and close-film analysis to uncover markers of meaning and competing perspectives on Latin America today: representation, adaptation, ideological constructs, docudrama, cinematographic theories, and techniques. Twelve feature-length films are studied in their entirety, with approximately 30 additional films introduced and considered through clips. (1 unit)

Required texts: Timothy Corrigan, *A Short Guide to Writing About Film* (NY: Harper Collins); John King, Ana López, and Manuel Alvarado, eds., *Mediating Two Worlds: Cinematic Encounters in the Americas* (London: British Film Institute, 1993); Senel Paz, *El Lobo, el bosque y el hombre nuevo* (Mexico: Ediciones Era, 1991); material in course pack form to be purchased at Middlebury.

647 Nationalism and Colonialism in the Americas: Cuba, Panama, the United States (I)

Coronil

In this course we will explore the reconfiguration of postcolonial relations in the Americas at the beginning of this century by focusing on Cuba's independence from Spain, the formation of Panama as an independent nation, and the United States' emergence as an imperial power with strategic interests in Cuba's economy and Panama's canal. Structured as a seminar, through the collective discussion of historical works, literary texts, and films, we will examine how processes of national formation in Latin America have been influenced by the United States and framed in terms of discourses of authenticity, transculturation, and modernity. We will examine these processes from the perspective of the present, seeking to establish connections between the emergence of the U.S. as an imperial power at the beginning of this century and the consolidation of its role as a world power at the close of the millennium. This course meets two hours a day. (1 unit)

Required text: Material in course pack form to be purchased at Middlebury.

648 Contemporary History of El Salvador (I)
Ulloa

This course is designed to orient students to the reality of a Central American country, using the historic development of El Salvador as thematic foundation. The emphasis will be on contemporary history characterized by two key moments: the installation of a military dictatorship beginning with the 1931 coup, and the beginning of the Civil War in 1980. Also to be investigated are the causes of the conflict, the internal and external factors that fed the conflict, the negotiated settlement, and the role of the international community. Additional topics cover the larger Central American geopolitical reality, the policies of the United States in the region, and the democratic challenges to postwar societies. A cultural focus will be maintained to attempt to explain the political, economic, and social actions of the principal players. This course meets two hours a day. (1 unit)

Required text: Michael Kramer, *El Salvador, Unicornio de la Memoria* (San Salvador: Museo de la Palabra, 1998).

LITERATURE

560 Literary Analysis
Carreño, Polo de Bernabé (coordinator), Ríos Sánchez, Thompson

This course serves as an introduction to the techniques of literary analysis, critical thinking, and writing through readings of Hispanic texts. It is divided into three segments, each of which is devoted to the analytical stratagies pertinent to one major genre: narrative, poetry, and drama. Each student will write several papers on Hispanic texts and actively participate in class discussions. (1 unit)

Required texts: C. Virgilio, T. Valdivieso, and E. Friedman, *Aproximaciones al estudio de la literatura hispánica* (New York: Random House); Ymelda Navajo, *Doce relatos de mujeres* (Madrid: Alianza Editorial); Alexander Coleman, *Cinco Maestros* (New York: Harcourt Brace).

Recommended text: M.A. Abrams, *A Glossary of Literary Terms* (New York: Holt).

Note: 560 or 660 is obligatory for all first-year graduate students above 401. Exemption may be granted if an equivalent graduate course has been taken.

571 Medieval Castile and its Literature
Beltrán

The Castilians' changing conceptions of their country and of themselves as reflected in five medieval texts constitute the focus of the course. The selected readings offer a panoramic view extending from the juglares and warriors of the late 11th century to the city dwellers, poets, and noblemen of the end of the 15th century, and include representations of feudal, monastic, urban, and courtly Castile. (1 unit)

Required texts: Enrique Rull, ed., *Cantar de Mío Cid.* (Madrid: Sociedad General Española de Librería, 1982); Gonzalo de Berceo, *Milagros de Nuestra Señora* (Barcelona: Planeta, 1980); José Luis Girón Alconchel, ed., Juan Ruiz, *Libro de Buen Amor.* (Madrid: Castalia Didáctica, 1985); Fernando de Rojas, *La Celestina* (Madrid: Cátedra, 1988); Jorge Manrique, *Colpas a la muerte de su padre* (Madrid: Castalia, 1991).

Recommended text: Gabriel Jackson, *The Making of Medieval Spain* (New York: Harcort Brace Jovanovich, Inc., 1972).

583 Spanish Literature to the Seventeenth Century
Livosky

This course will study representative works of Medieval and Golden Age Spanish literature. The thematic and formal aspects of key seminal works will be analyzed in the context of the social, religious, and political preoccupations in Spain during this period. Class discussions will center on the changing world view reflected in these works. Short essays and midterm examination. (1 unit)

Required texts: Fernando de Rojas, *La celestina*, ed. Bruno Damiani (Madrid: Cátedra); *Lazarillo de Tormes*, ed. Francisco Rico (Barcelona: Planeta); Miguel de Cervantes, *Novelas Ejemplares*, III, ed. J.B. Avalle Arce (Madrid: Castalia); Tirso de Molina, *El burlador de Sevilla*, ed. Alfredo Rodríguez López-

Vázquez (Madrid: Cátedra); Calderón de la Barca, *La vida es sueño*, ed. Ciriaco Morón (Madrid: Cátedra); *Poesía lírica del Siglo de Oro*, ed. Elías L. Rivers. (Madrid: Cátedra).

584 Spanish Literature of the Nineteenth and Twentieth Centuries Ríos Sánchez

This course studies works that are representative of diverse movements and tendencies: Romanticism and Realism, End of Century (Modernism), and first generation of the Post War. Each of the works selected is commented on and anaylzed according to the diverse aspects that configure it within a context, a general movement, the genre to which it belongs, and the author. (1 unit)

Required texts: Gustavo A. Béquer, *Leyendas*, ed. of Joan Estruch (Barcelona: Crítica, 1994); Pérez Galdós, *Misericordia*, ed. of L. García Lorenzo (Madrid: Cátedra); Pío Baroja, *La busca* (Madrid: Caro Raggio); Valle-Inclán, "Los cuernos de don Friolero," in *Martes de carnaval*, ed. of J. Rubio Jiménez (Madrid: Espasa-Calpe); Antonio Machado, *Campos de Castilla*, ed. of G. Ribbans (Madrid: Cátedra); Miguel Delibes, *La mortaja,* ed. of G. Sobejano (Madrid: Cátedra).

585 Latin American Literature to the Nineteenth Century Concha

This course offers a panoramic on the development of Spanish American literature from the discovery and the conquest (including the pre-Colombian texts of the period) to approximately 1900. Using an historical-cultural approach, representative works will be studied from each period. A mid-term and a final exam. (1 unit)

Required texts: Popol Vuh (Mexico, Fondo de Cultura Económica, 1981); Bartolomé de las Casas, *Brevísima relación de la destrucción de las Indias*, 3rd ed. (Madrid: Cátedra, 1987); Simón Bolívar, *El pensamiento vivo de Bolívar*, 4th ed. (Buenos Aires: Editorial Losada, 1972); D.F. Sarmiento, *Facundo*, 8th ed. (Mexico: Porrúa, 1991); José Martí, *Escritos políticos* (Mexico: Siglo XXI); Rubén Darío, *Cantos de vida y esperanza* (Madrid: Espasa-Calpe, Colección Austral); Mariano Picón-Salas, *De la conquista a la independencia*, 4th reprint (Mexico: Fondo de Cultura Económica, Colección Popular, 1967).

586 Latin American Literature from Modernism to the Contemporary Period Sainz

The class will review the evolution of Latin American literature from the end of the 19th century to the present. Particular emphasis will be placed on those authors and texts that reflect the main renovating movements of this literature. Special attention will be given to the contradictions implicit in the central figure of the writer as the product and the enemy of his or her society. (1 unit)

Required text: Gaganigo, De Costa, Heller, Luiselli, Sabat de Rivers and Sklodowska, *Huellas de las literaturas hispanoamericas* (New Jersey: Prentice Hall, 1997).

660 Modern Critical Theory and Modern Critical Approaches to Hispanic Literary and Cultural Texts Polo de Bernabé

This course has been designed to provide the students of Hispanic literature with a knowledge of modern critical theory which has become indispensable in the academic world of today. The first part of the course will be devoted to a survey of the principal issues and trends in the field. The second part will concentrate primarily on an in-depth study of four major issues: ideology, subjectivity, gender, and culture. Spanish and Spanish-American literary texts, film, and other cultural texts will be used to illustrate the discussions. Midterm, final paper, and active class participation are required. Specially recommended for students interested in literary and cultural studies and/or contemplating doctoral programs. (1 unit)

Required texts: Antony Easthope and McGowan eds., *A Critical and Cultural Theory Reader.* (Toronto: University of Toronto Press); Terry Eagleton, *Literary Theory: An Introduction*, 2nd ed. (Minneapolis: University of Minnesota Press); Toril Moi, *Sexual/Textual Politics: Feminist Literary Theory* (London and

New York: Methuen); Jorge Luis Borges, *Ficciones* (Madrid: Alianza Editorial); Carlos Fuentes, *Aura,* (Mexico: Biblioteca Era.); María Luisa Bombal, *La Ultima Niebla,* (Barcelona: Seix Barral); José Zorrilla, *Don Juan Tenorio,* (Madrid: Cátedra).

Note: 660 or 560 is obligatory for all first-year graduate students above 401. Exemption may be granted if an equivalent graduate course has been taken.

661 Liberation Theology in Latin America and its Literary and Testimonial Expression Concha

Inspired by Vatican Council II and the Conference of Medellín, a movement began in the early 1970s that has taken hold and grown in many parts of Latin America. This phenomenon is known as Liberation Theology. The course will begin by studying some aspects of the social doctrine of the Catholic Church and by establishing links with the most influential strains of European theology. Critical attention will be drawn to some of the key figures of the movement (Gustavo Gutiérrez, Enrique Dussel, among others), and careful analysis will be applied to the tenets of Liberation Theology as they have found expression in literature, especially the works of Ernesto Cardenal. Mid-term exam and final presentation. (1 unit)

Required texts: Gustavo Gutiérrez, *Teología de la liberación. Perspectivas*, 15th ed. (Salamanca: Ediciones Sígueme, 1994); Jeffrey Klaiber, *Iglesia, dictaduras y demoracia en América Latina* (Lima: Pontificia Universidad Católica del Perú, 1997); Gustavo Gutiérrez, *Dios o el oro de las Indias*, 2nd ed. (Lima: CEP, 1989); Paulo Freire, *Pedagogía del oprimido* (Mexico: Siglo XXI, 1979); Ernesto Cardenal and Thomas Merton *Del monasterio al mundo*, Santiago Daydi-Tolson, ed. (Santiago: Editorial Cuarto Propio, 1998); Ernesto Cardenal, *Antología* (Santiago: Editorial Universitaria, 1967); Vicente Leñero, *El evangelio de Lucas Gavilán* (Barcelona: Seix Barral, 1979).

669 Contemporary Women Writers in Spain: War, Memory, Writing Livosky

This course will explore thematic and formal aspects of works dealing with war, memory, and writing from the post Civil War to the present. Class participation is required; short essay and midterm examination. (1 unit)

Required texts: Carmen Laforet, *Nada* (Barcelona: Destino, 1944); Ana María Matute, *Primera memoria* (Barcelona: Destino, 1959); Merce Rodoreda, *La plaza del diamante* (Barcelona: EDHASA, 1962, trad. 1980); Carmen Martín Gaite, *El cuarto de atrás* (Barcelona: Destino, 1978); Monserrat Roig, *La hora violeta* (Barcelona: Argos Vergara).

679 Romances and Romanceros: From El Cid to Lorca's Gypsies Beltrán

No living component of any Western literature is as deeply rooted in the past as the Castilian romances. Throughout the centuries, they have been an active presence in the memory of Hispanic peoples. Romances are still sung and written today, and continue to reflect the reality around them: they are perennially contemporary. The course will try to find out what makes them so, and will examine their relationship to the epic cantar, to history, and to the anonymous singers and poets responsible for their creation. Texts are selected from the Middle, Golden, and Modern Ages. (1 unit)

Required texts: Ramón Menéndez Pidal, *Flor Nueva de Romances Viejos* (Madrid: Austral, 1990); Federico García Lorca, *Romancero gitano* (Buenos Aires: Losada, 1984).

681 Sense of Honor: Cultural and Literary Anthropology in Hispanic Letters Carreño

Every culture is a composite body of values, beliefs, myths, forms of behavior, and customs. Since its very beginning, the Spanish culture has been characterized by a profound sense of reverence and/or disdain towards the Other based upon social relations among individuals, families, social groups, and hierarchies. This code of honor has been

expressed in various modalities, the literary form being the most relevant. Through the analysis of selective works, whose corpus constitutes the canonical expression of honor, this course will selectively discuss the framing of this particular social code. The interrelationship among language, honor, and society will serve as the central focus. (1 unit)

Required texts: Miguel de Cervantes, "El celoso extremeño," in *Novelas ejemplares*, vol. II, Harry Sieber, ed. (Madrid: Cátedra); Lope de Vega, *Fuenteovejuna*, (critical edition), Donald McGrady, ed. (Barcelona: Biblioteca Clásica); *El castigo sin venganza*, A. Carreño, ed. (Madrid: Cátedra); Calderón de la Barca, *El alcalde de Zalamea*, José María Borque, ed. (Castalia); María de Zayas, *Tres novelas amorosas y tres desengaños amorosos* (Castalia, Instituto de la mujer); Federico García Lorca, *Bodas de sangre*, Allen Josephs and Juan Caballero, eds. (Madrid: Cátedra); Federico García Lorca, *La casa de Bernarda Alba*, Allen Josephs and Juan Caballero, eds. (Madrid: Cátedra); Gabriel García Márquez, *Crónica de una muerte anunciada*; Tirso de Molina, *El burlador de Sevilla y El Convidado de piedra*, Ignacio Arellano, ed. (Madrid: Espasa-Calpe, Colección Austral); José Zorilla, *Don Juan Tenorio*, Luis Fernández Cifuentes, ed. (Barcelona: Editorial Crítica - Biblioteca Clásica); Course pack with critical readings.

Recommended texts: José Antonio Maravall, *La cultura del Barroco* (Barcelona: Crítica); Julián A. Pitt-Rivers, *The People of the Sierra* (Chicago: The University of Chicago Press, 1971).

PROFESSIONAL PREPARATION FOR TEACHERS

690 Instructional Use of Multimedia Technology and the World Wide Web (II)

Salaberry

This is a hands-on course for students who wish to develop courseware using multimedia technology. Through the development of a multimedia project, participants will learn the process of pedagogical design of classroom-based and on-line instructional activities. Among several topics to be discussed are: accessing and evaluating authentic materials and instructional resources on the Web, digitizing and image manipulation (from text, audio, and video sources) for Hypertext documents, basic HTML skills (navigational links, color and graphics, tables, imagemaps), pedagogical design of Web-based instructional materials, and pedagogical uses of electronic networks (listserves, bulletin boards, chat groups, MOOs, collaborative writing software). This course meets two hours a day. (1 unit)

Access materials: http://www.bib.ub.es/ee/Eureka/ew_000.htm
http://www.wmaestro.com/webmaestro/index.html

691 Oral Proficiency Testing and Instructional Implications (II)

Swender

This course teaches the theory and practice of oral proficiency testing using the ACTFL OPI (Oral Proficiency Interview) and its implications for teaching and testing in the Spanish-language classroom. Course participants will study the ACTFL rating scale, the interview structure, elicitation techniques, and rating through live interviews and critiques conducted in class. The pedagogical implications for the teaching and testing of reading, writing, and listening will also be treated. Course requirements include the submission of twelve taped interviews and a final exam. This course meets two hours a day. (1 unit)

Required text: ACTFL OPI Tester Training Manual, Revised, 1999; Spanish language manual and course packet; standard audio-cassette recorder and twelve 60-minute audiocassettes.

Note: Through a special arrangement with ACTFL, course participants will be eligible to pursue OPI tester certification at a reduced cost.

The Graduate School In Spain

Instituto Internacional
Miguel Angel, 8
28010 Madrid, SPAIN
Telephone: 011-34-91-319-81-88
Fax No: 011-34-91-310-0036

The School in Spain offers a valuable academic experience in Madrid. The capital of Spain offers a wealth of intellectual and cultural possibilities and enjoys a central location, convenient for travel to various regions of the country. The School is located at the Instituto Internacional, a building of great historical and artistic interest whose location in one of the nicest areas of Madrid makes it easily accessible to our students.

Candidates for the M.A. degree can choose to attend the academic year in Spain after successfully completing three required courses at the summer session of the Spanish School on the Vermont campus. In Madrid, the students follow a program consisting of four courses one semester and five courses the other. The choice depends on academic performance at Middlebury and upon previous studies, needs, and interests.

Students will not be allowed to register for the School in Spain if their conduct or academic performance during the summer is judged unsatisfactory. M.A. candidates are required by the Spanish School to have an understanding of the chronological development of Spanish letters.

Courses for the fall semester begin in early September and end with final examinations in mid-December. After the Christmas vacation, the spring semester opens in early January and continues until late May. The resident director is available to advise students at all times throughout the year, beginning with a series of orientation meetings on the Vermont campus during the summer when questions of registration, transportation, housing, and excursions in Spain are discussed at length. Students not on the Vermont campus receive all necessary information by mail during the summer months.

All courses are organized by Middlebury College for its own students. They are taught by a distinguished group of some of the most renowned scholars in Spain, including members of the *Real Academia*, university professors, and other authorities in the fields of letters, history, the social sciences, and the arts. The course offerings are organized with an emphasis on Spain in order to take advantage of the students' presence there.

The Junior Program

Middlebury College offers junior programs at the Instituto Internacional in Madrid, La Universidad Carlos III in Getafe, La Universidad Internacional San Estanislao de Kostka in Segovia, and La Universidad de La Rioja in Logroño. For information and an application, please contact Middlebury College Off-Campus Study office at (802) 443-5745 or at studyabroad@middlebury.edu.

Housing: Arrangements for accommodations in Madrid are made by the students with the aid of the secretary of the School, who keeps an up-to-date list of families and apartments where Middlebury students have lived in previous years. Prices will vary according to the types of accommodation and the rate of exchange. The approximate expense for room and board for the 1999-2000 academic year is $7,210.

Administrative Staff

Director: Kim Griffin, Ph.D., The Ohio State University. Upon receiving an M.A. from the Middlebury College Spanish School, Professor Griffin became the Assistant Director of the School in Spain. After receiving her doctorate in foreign language education, she directed the faculty of philology at the Universidad Europea de Madrid. She has published articles on second language acquisition and is a frequent speaker at seminars organized by Madrid's Universidad Complutense and the Colegio de Doctores y Licenciados.

Assistant to the Director: Lena Santillana received her M.A. from the Middlebury College

Spanish School and has worked for the School in Spain since 1993. Previous to working for Middlebury, her experience includes teaching at high school and college level in the State of Washington. For the Madrid program, she handles orientation and preparation for students going abroad, student registration, all non-academic affairs; she also teaches an undergraduate class on Spanish current events.

Secretary: Laura Hernández received her degree in Spanish, French, and English translation from the Institut Supèrieur Cluny-Iseit in 1993. Before joining the Middlebury Program in Madrid, she worked for a non-profit foundation organizing the international congress-exhibition, *Expolingua*. As secretary for the program, she helps students with housing and organizes the program-sponsored trips.

The following list is representative of the courses offered in recent years. It is possible that some of them may not be offered each year.

Fall Semester

LANGUAGE

503 Spanish Language Today Bordón
This course will study and analyze the Spanish language today. We will consider examples of spoken and written language and we will try to isolate the characteristics that differentiate one from the other. (1 unit)

600 Translation: English-Spanish Castillo
During this course, attention will be devoted to exercises in translation, substitution, textual study of literary prose, and composition in order to train students to improve their written work. (1 unit)

601 Composition and Stylistics Gutiérrez Araus
The subject of this course is the study in written and spoken texts of the different registers of today's Spanish. The course helps prepare students to recognize and use all the concrete aspects of composition in Spanish. (1 unit)

602 Comparative Syntax: English-Spanish J. Fernández
The objective of this course is to develop and perfect the graduate student's capability to handle and comprehend the syntactic and semantic structures of the Spanish language through comparison and contrast with English. (1 unit)

CULTURE AND CIVILIZATION

633 Spanish Architecture Ramón
The objective of this course is to teach students to recognize the characteristics and evolution of Spanish architecture through a study of its most important examples in order that they may have a fuller appreciation of Spanish culture and civilization. (1 unit)

637 Twentieth-Century Spain Sánchez Jiménez
This course will deal with the following themes: the beginning of the 20th-century in Spain, formation of the capitalistic society in Spain, the dictatorship of Miguel Primo de Rivera and the collapse of the monarchy, the civil war from 1936-1939, Franco's rule, the decline of Franco's Spain, and the birth of the democratic opposition. (1 unit)

LITERATURE

573 Contemporary Spanish Novel Teruel
This course analyzes the contemporary Spanish novel in two chronological parts, after the civil war (1940-1975) and after Franco's death (1975) through the period of democratic transition to the present. (1 unit)

682 Contemporary Latin American Poetry Camacho
This course begins with the emergence of "Modernismo," the first literary movement of Latin America, and follows the development of Latin American poetry through its different trends to the greatest recognition and achievements reached in the first half of the 20th-century. (1 unit)

763 Modernity in Spanish Poetry: Machado/Jiménez Bousoño
This course is a study of the modern era in Spanish

poetry represented by a whole "literary generation" but especially by two very different poets, Machado and Jiménez. (1 unit)

764 Latin American Short Story Figueroa
This course consists of a study of the most representative authors of short stories in Latin America. The literary corpus chosen portrays topics such as: literature as a national debate, conflict in the colonial world, nature and society, racial questions, and the presence of political oppression. Some of the authors represented are Echeverría, Gorriti, Quiroga, Arguedas, Carpentier, Borges, and García Márquez. (1 unit)

767 Cervantes: Don Quijote Sánchez
Cervantes' thought and style will be analyzed in this class through the careful study of his masterpiece which is considered by many scholars to be the origin of the modern novel. (1 unit)

PROFESSIONAL PREPARATION FOR TEACHERS

693 Acquisition of Spanish as a Second Language: Theory Griffin
This course is a comprehensive study of the development of current views and theories dealing with the acquisition of a second language and all the factors that influence it. (1 unit)

Spring Semester

LANGUAGE

504 Oral Expression in Spanish Soriano
This course focuses on the particular aspects of the spoken language and how it differs from written language. Entonation, pronunciation, analysis of oral discourse, forms and functions in oral expression, and stylistic considerations are some of the topics of the syllabus. The class is designed to be practical and participatory. (1 unit)

603 Spanish Grammar: Fundamental Problems Gutiérrez
This course is an approach, from a theoretical and

practical perspective, to the most problematic issues that Spanish grammar presents to English speakers. (1 unit)

604 Syntax of the Compound Sentence Bordón
This class is designed to help the student develop an understanding of the syntactic structures of the compound sentence and the subordinate clause. (1 unit)

620 History of the Spanish Language Castillo
This course will trace the history of the Spanish language from its pre-Latin origins to the present by examining the influences of the Greek, Celtic, Germanic, and Arab invasions. Students will also examine the Spanish language in the Hispanic world and the differences among Spanish dialects in Europe and America. (1 unit)

CULTURE AND CIVILIZATION

534 Velázquez, Goya, and Picasso Ramón
This course studies the life and works of three Spanish artists as seen through their historical circumstances. (1 unit)

639 Spanish Cinema García Reyes
The course will cover the Surrealist mode in Spanish cinema with particular attention given to Buñuel, Saura, and Erice. Their films will be studied using Middlebury's video facilities. (1 unit)

LITERATURE

565 Twentieth Century Latin American Women Novelists Becerra
This course is an in-depth study of novels written by Latin American women, Castellanos, Peri Rossi, Mastretta, Valenzuela, Esquivel, Bombal, and Ocampo. The purpose of the class is to identify and analyze the singular features of the form and content of the novels that place the works beyond the post-modern view of feminist writing. (1 unit)

566 The Generation of 1898 A. Sánchez
In this course we will study the writers of the

generation of 1898, with particular attention given to Valle Inclán, Unamuno, and Maeztu. (1 unit)

688 Country and City in the Latin American Novel Camacho
This course studies the contemporary Latin American novel in its most significant aspect: the literary evolution of the space or setting in which the novel takes place. (1 unit)

769 Contemporary Spanish Theater Doménech
The course will deal mainly with the works of Valle-Inclán, García Lorca, and Buero Vallejo. It will also incorporate other playwrights whose works may be currently on the stage in Madrid. (1 unit)

PROFESSIONAL PREPARATION FOR TEACHERS

692 Acquisition of Spanish as a Second Language: Practice Griffin
This course has been specially designed for the graduate student who plans to teach Spanish. Authentic oral and written texts are used in the elaboration of didactic materials used for teaching Spanish as a second language. (1 unit)

General Remarks: *Middlebury College students with special curricular needs may be able to enroll in selected courses offered by other U.S. universities with programs at the Instituto Internacional. Permission from the Director of the School in Spain is required.*

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D.Phil., Oxford University

CAROLE CAVANAUGH
Associate Dean of the Language Schools
Ph.D., Yale University

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

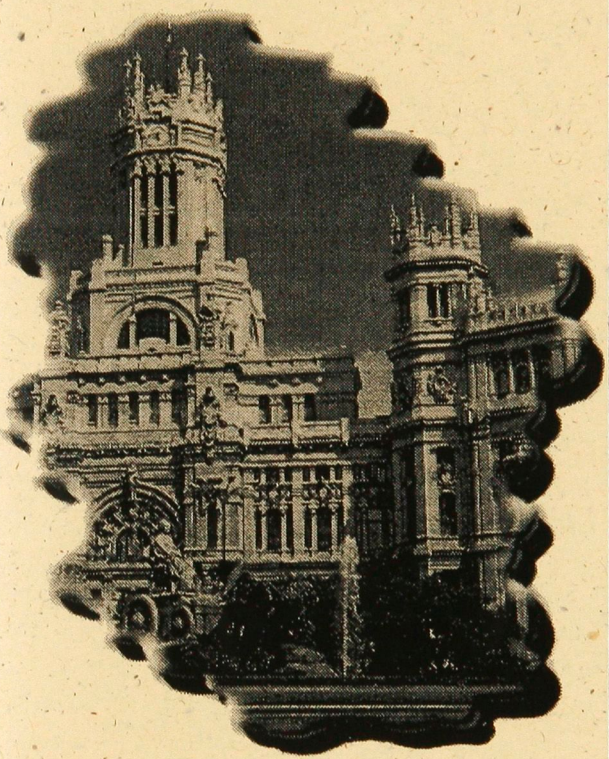
Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Dean of Languages and International Study, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school.

THE SCHOOL IN SPAIN

1999–00



The Schools Abroad

MIDDLEBURY COLLEGE

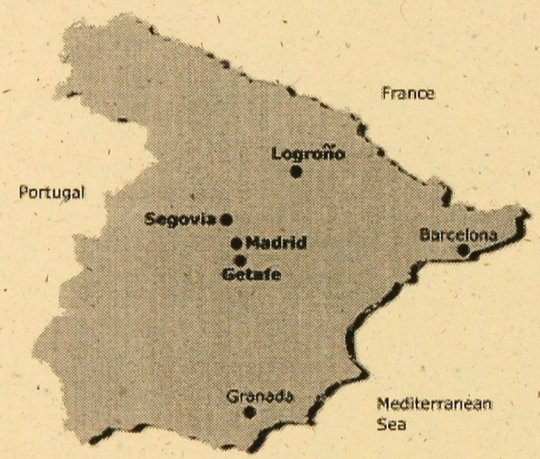
The School in Spain

SUNDERLAND LANGUAGE CENTER
MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5745
SCHOOLSABROAD@MIDDLEBURY.EDU
http://www.middlebury.edu/~ls

Instituto Internacional
Miguel Angel, 8
28010 Madrid, SPAIN
Telephone: 011-34-91-319-81-88
Fax: 011-34-91-310-00-36

1999-2000 Tuition:

Academic Year: $11,485
Semester: $6,000



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The School in Spain

The School in Spain offers valuable academic experiences in four Spanish cities: Getafe, Logroño, Madrid and Segovia. Getafe is a city in the province of Madrid and less than 30 minutes away by train. Students studying at the Universidad Carlos III in Getafe are able to experience campus life in a city of 100,000 while having easy access to the cultural offerings found in a capital city like Madrid. The Middlebury program at the Universidad de La Rioja, located in the wine-making province of La Rioja, offers students the opportunity to live and study in Logroño, a lovely provincial Spanish city of 110,000. The program at the Instituto Internacional in Madrid provides students a wealth of intellectual and cultural possibilities and enjoys a central location, making travel to various regions of the country convenient. Students studying at the Universidad Internacional SEK in Segovia, about one hour northwest of Madrid, can enjoy living in a city of 60,000, famous for its first century Roman aqueduct, impressive 16th century fort, and magnificent cathedral.

GRADUATE PROGRAM: The School in Spain also offers a year-long program in Madrid for graduate students working on a Master of Arts in Spanish Language at the Middlebury College Spanish School. Students must have completed one summer at the Spanish School in Middlebury before they are eligible for the program in Madrid. For additional information on the M.A. program, please contact the Middlebury College Language Schools at (802) 443-5510 or at <languages@middlebury.edu> or see <www.middlebury.edu/~ls>.

Middlebury Language Pledge

While abroad, students are expected to maintain the spirit of the Middlebury College language pledge. It is expected that no English will be used, except for emergency consultations with the Director.

Credit

Grades and credits are awarded by the Director of the program based on the recommendation of the instructors of the School in Spain. Middlebury College students receive nine units of credit for the academic year, four units of credit for the fall or spring semester and five units for fall and winter term or winter term and spring semesters. Students who transfer their credits to other institutions typically receive 15 credit hours per semester or 20-25 quarter units. The awarding of transfer credit is the responsibility of the student's home institution.

Grade reports for semester students will be mailed to their permanent mailing addresses after the semester ends. Grades are automatically recorded on each student's Middlebury College transcript. Other institutions will NOT automatically be notified of grades earned abroad. Students who wish to have copies of their official transcripts sent to their home institutions must submit Transcript Request Forms (available in the School in Spain office) to: Director of Academic Records, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Calendar

Courses for the fall semester in Madrid begin in early September and end with final examinations in mid-December. After the Christmas vacation, the spring semester begins in early January and continues until late May. The fall programs in Getafe, Logroño, and Segovia begin in mid-September and end with exams in early February. The spring program at these three sites begins in early February and end with exams at the end of June or in early July. The Director is available to advise students throughout the year, and is available for academic consulting by e-mail or phone during the summer.

During the first week of each semester, all new undergraduates are expected to participate in an orientation program designed to introduce them to life in Spain.

Financial Aid

The Middlebury College School in Spain offers financial assistance to Middlebury College undergraduates. Undergraduates from other institutions are encouraged to contact their home financial aid and/or study abroad offices to ascertain whether they are eligible to receive federal, state, or institutional aid to attend the School in Spain.

Enrollment

Upon acceptance, all students must pay a $300 non-refundable enrollment deposit to be applied to tuition charges. This deposit guarantees a place in the School in Spain. In case of cancellation or withdrawal, reimbursement of any subsequent tuition payments will be subject to the schedule in the *School in Spain Handbook* mailed to enrolled students in the spring.

Application and Admission

Application materials for the 1999-00 academic year abroad are available from:

The School in Spain
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5745
schoolsabroad@middlebury.edu
http://www.middlebury.edu/~ls

To be eligible to enroll in the School in Spain, undergraduates must have completed five semesters of college-level Spanish, including a third-year level course, with a B average in Spanish and at least a B-average overall. Qualified students may enroll for the fall or spring semester or for the full academic year. Some graduate courses are open to undergraduates during their second semester in Madrid. In special cases and with permission from the Director, an advanced undergraduate may be allowed to take a graduate course which is normally not open to juniors. Although participation in the 7-week Spanish School summer session on the Middlebury campus is not normally a condition of acceptance, it is recommended and may be required of students considered to need further preparation before enrolling in the School in Spain.

Middlebury welcomes applications from undergraduates enrolled at other colleges and universities. For Middlebury College students the deadline for application to the undergraduate program is February 1 for the fall semester, spring semester, and the full year. For non-Middlebury students the application deadline is March 1 for the fall semester or full year, and October 15 for the spring semester.

Program Overview

Academic Program
Students in the full-year undergraduate program normally take eight courses. Semester students take four courses. Although all courses in the program have an SP (Spanish) designation, their subject matter often covers another discipline (political science, history, economics, etc.). Students should consult their adviser or department chair if they wish to count such courses toward a non-language requirement. A student's workload must be approved by the Director.

Madrid - Instituto Internacional
All courses at the Instituto Internacional in Madrid are organized by Middlebury College for its School in Spain students. Courses are taught by a distinguished group of some of the most renowned scholars in Spain, including university professors and other experts in the fields of letters, history, the social sciences, and the arts, and members of the Real Academia, the highest authority on matters pertaining to the Spanish language and its use. The course offerings are organized with an emphasis on Spain in order to take full advantage of the students' presence there, and all courses are taught in Spanish.

Universidad Carlos III
La Universidad Carlos III is located in Getafe, less than 30 minutes away by train or bus from Madrid. It was founded in 1989 with a more modern format, organization, and facilities than the traditional Spanish Universities, including a smaller student-teacher ratio, computer labs, a computerized library, and cultural and sporting opportunities. The student enrollment is approximately 7,500 students. A broad range of liberal arts coursework

is offered with special strengths in the Social Sciences.

San Estanislao de Kostka (SEK)
La Universidad Internacional San Estanislao de Kostka (SEK) is located in Segovia, about 100 km (one hour by train) from Madrid. It is a new university, founded in September of 1996 as a non-profit organization by the Institución Internacional SEK, a private international institution with a long-standing tradition in education. It is housed in a beautiful and historic national monument: Convento de Santa Cruz la Real. Coursework is available in liberal arts with special strengths in Art History, European History, Archaeology, and Anthropology.

Universidad de la Rioja
La Universidad de La Rioja is located in Logroño in the province of La Rioja. It was founded in 1992 and offers the up-to-date facilities and services of a modern university. The historic and linguistic traditions are vital since it is in this area that the Castilian language had its origins. "El Camino de Santiago," a religious pilgrimage route of great historic importance, also runs through this area. A wide variety of coursework in the liberal arts is available, with a particular strength in Spanish Philology.

Housing
Arrangements for accommodations in Madrid are made by students with the aid of the secretary of the School, who keeps an up-to-date list of families and apartments where Middlebury students have lived in previous years. Students studying at one of the three sites outside of Madrid are housed in student residences, with Spaniards as roommates and/or neighbors, apartments, or in private homes with families. Students are <u>not</u> permitted to share housing accommodations with other U.S. students. Prices in all four sites will vary according to the types of accommodation and the rate of exchange. The estimated expense for room and board for the 1999-00 academic year is approximately $7,200.

Travel and Extra-Curricular Activities

The Middlebury office in Madrid organizes two long and a varied number of short excursions for its students during each semester. Students from all four sites can participate in these voluntary excursions. Costs are generally shared by the program and the student. The one-day trips are within Madrid or to nearby towns that have historic, architectural, or artistic importance, for example: Toledo, Segovia, Aranjuez, La Granja, and Chinchón. Four-day trips usually have a specific geographic region as a destination, and students will visit several cities and towns within that region. A point is made to visit places of great importance and beauty where public trains and buses do not usually go. In the last few years, students have taken trips to Andalucia, Extremadura, Galicia, Asturias, Barcelona, Catalunya, Valencia and Levante.

The School in Spain organizes cultural activities such as concerts, conferences, and round-table discussions involving professors, local politicians, and authors. Students are also encouraged to get involved in independent extra-curricular activities. In past years, students have participated in flamenco and ballroom dancing, water polo, soccer, martial arts, poetry discussion groups, music lessons, hiking, volunteer activities, church groups, and worked at elementary schools.

Students studying in Getafe, Logroño, and Segovia may also participate in activities offered to the students of those universities just as if they were regular students there. Examples include intramural tennis, intercollegiate skiing, aerobics classes, oil painting, theater, and chorus.

Administration and Faculty

Administration

KIM GRIFFIN, Director of the School in Spain. Ph.D., The Ohio State University. Upon receiving an M.A. from the Middlebury College Spanish School, Professor Griffin joined the School in Spain as Assistant Director. After receiving her doctorate in foreign language education, she directed the Faculty of Philology at the Universidad Europea de Madrid. She has published articles on second language

acquisition and is a frequent speaker at seminars organized by the Universidad Complutense de Madrid and the Colegio de Doctores y Licenciados.

LENA SANTILLANA, Assistant to the Director. M.A., Middlebury College. Ms. Santillana has worked for the School in Spain since 1993. Previous to working for Middlebury, her experience includes teaching at the high school and college levels in the state of Washington. As Assistant to the Director, she handles orientation and preparation for students going abroad, student registration, and all non-academic affairs. She also teaches an undergraduate class on Spanish current events.

LAURA HERNANDEZ, Secretary. Ms. Hernandez is working on her Licenciatura degree in Spanish, French, and English translation from the Institut Supérieur Cluny-Iseit. Before joining the Middlebury Program in Madrid, she worked for a non-profit foundation organizing the international congress-exhibition, Expolingua. As secretary for the program, she helps students with housing and organizes the program-sponsored trips.

Faculty at the Instituto Internacional in Madrid

CARMEN CARBALLO, Professor, Language Department, New York University in Spain. ABD, Universidad Complutense de Madrid.

FERNANDO CASTANEDO, Professor, Programs in Spain, Middlebury and Kalamazoo Colleges. Ph.D., Universidad Autónoma de Madrid.

CARMEN DE LA GUARDIA, Asociada, Departamento de Historia Moderna, Universidad Autónoma de Madrid. Ph.D., Universidad Autónoma de Madrid.

RICARDO DOMENECH, Professor, Real Escuela Superior de Arte Dramático. Licenciado.

MERCEDES FERNANDEZ ISLA, Professor, Lengua Española, Middlebury College School in Spain, European Business School. Ph.D., Boston University.

ARMANDO FIGUEROA, Professor, Middlebury College School in Spain. Ph.D., Columbia University.

FERNANDO MONTES, Professor, Middlebury College School in Spain. ABD, Universidad Autónoma de Madrid.

ISABEL PEREIRA, Professor, Middlebury College School in Spain. Ph.D., University of Illinois at Urbana-Champaign.

TOMAS RODRIGUEZ, Professor, Programs in Spain, Middlebury College School in Spain, Hamilton College, Boston University, New York University. Licenciado, Universidad Complutense de Madrid.

LENA SANTILLANA, Assistant to the Director, Middlebury College School in Spain. M.A., Middlebury College.

JOSE CARLOS VELA, Director, Program in Spain, State University of New York at Albany and Buffalo. Ph.D., State University of New York at Stonybrook.

Course Offerings

The following list is representative of some of the courses offered at the School in Spain. It is possible that some of them may not be offered in any given semester or academic year.

INSTITUTO INTERNACIONAL (Madrid)

319 Spanish Language Fernández Isla
This course reviews grammatical structures and vocabulary and introduces the principles of composition to help students achieve a better command of oral and written Spanish.

339 Contemporary Spanish Politics Rodriguez
This course focuses on the last 80 years of Spanish political history. Special attention is given to the time between Franco's death and the present, the so-called democratic transition.

340 Art in the Museums of Madrid: The Prado Collection Vela
This course deals with Spanish painting as represented in the Museums of El Prado and Casón del Buen Retiro. Extensive visits to museums required with the class and independently.

341 Art of the Museums II: 19th and 20th centuries Vela
This course deals with Spanish painting from the 19th and 20th centuries. Extensive visits to museums required with the class and independently.

342 Spain Today: Society/Customs Santillana
The goal of this course is for students to analyze, discuss, and understand Spanish culture and society through the study of current topics.

343 Spanish Cinema Vela
This course seeks to understand Spanish society through its cinema. Students view one film a week and study it in the context of Spanish history.

346 A History of Relations between Spain and the U.S. de la Guardia
An analysis of the relationship between the U.S. and Spain during the period 1776-1989.

352 The European Economic Community Rodríguez
In this course, students will review the European Economic Community from the period after World War II and the onset of the cold war. Considerable attention will be devoted to Spain's relationship with Europe before and after Franco and Spain's eventual integration into the European Community.

354 Women in Spanish Society de la Guardia
The course begins with a review of the changing condition of women throughout Spanish history and then analyzes the current status of women in Spanish society.

372 Recent Trends in the Latin American Novel Figueroa
This course studies a series of recently published novels. It begins with well-known authors, García

Márquez and Vargas Llosa, examining how their work has developed up to the present. The course continues with contemporary authors, Ferré, Díaz, Sepúlveda, Zoé, Valdés, and Baily, and looks at how their recent work relates to present-day social and cultural contexts.

407 Comparative Analysis: English-Spanish Fernández Isla

The objective of this course is to develop and perfect the oral and written competence of the advanced student. Special consideration is given to translation and therefore to the special challenges of the Spanish language for the English-speaking student.

410 The Subjunctive Fernández Isla

This course is designed to help the English-speaking student use the subjunctive in a spontaneous and natural manner.

450 Ecological Systems of the Iberian Peninsula Montes

A study of various biological and ecological systems of the Iberian Peninsula. Includes a four-day field trip to Asturias.

465 Modern Spanish Poetry Castanedo

A study of representative poets of the Generation of '27 and the post-war generation will include works by Federico García Lorca, Vicente Aleixandre, Jorge Guillén, Luis Cernuda, and Pedro Salinas, among others. The critical approach will be based on textual commentaries and historical background.

469 Modern Spanish Theater Doménech

A broad and comprehensive study of modern Spanish theater, not just as an art, but also as a reflection and representation of Spanish society. Some theater attendance is required.

UNIVERSIDAD CARLOS III (Getafe)

Introducción a la Economía
Lengua y Cultura del Mundo Clásico
Semiótica General y Aplicada
Prehistoria e Historia Antigua
Movimientos Literarios

Análisis de contenido y pragmática del texto
Historia y Filosofía Política
Geografía Humana
Historia del Pensamiento Filosófico y científico
Historia del Arte
Historia del Pensamiento Económico
Historia de Iberoamérica
Historia contemporánea
Introducción al sistema político
Cine y vanguardias artísticas
Génesis y Desarrollo del Cubismo
La tolerancia y lo intolerable
Violencia social y política del s. XX
En la corte de Carlos III
Alfabetización y desarrollo de los pueblos
Grupos de interés y crecimiento económico
Los valores de la cultura europea
Cómo ver un espectáculo teatral
El teatro occidental contemporáneo

UNIVERSIDAD INTERNACIONAL SAN ESTANISLAO DE KOSTKA (SEK) (Segovia)

Arqueología General
Museología
Museos Españoles
Crítica de Arte
Historia Antigua de la Península Ibérica
Historia Medieval de la Península Ibérica
Historia Moderna de España
Historia Contemporánea de España
Cooperación Internacional para la Cultura y el Arte
Fotografía / Vídeo
Historia de la Psicología
Procesos Psicológicos Básicos
Psicología del Desarrollo
Antropología
Teoría de la Educación
Sociología
Desarrollo Ético y Relaciones Humanas
Psicología de la Personalidad
Psicología Social
Botánica
Geología
Ecología
Análisis del Entorno Social y de su Evolución Histórica
Historia Política de España

UNIVERSIDAD DE LA RIOJA (Logroño)
Conocimiento y uso de la lengua española I
Teòría del Lenguaje y Lingüística General II
Introducción a la Literatura Española en la Edad Media
Comentario literario de textos I
Los pueblos hispanos en la Antigüedad
Los pueblos hispanos en la Edad Media
Introducción a la Literatura española siglos de oro
Comentario literario de textos II
Teoría de la Literatura I
Geografía Física
Introducción a la Economía
Introducción a la Literatura Española de la Edad Media
Historia del arte I
Historia de la Edad Moderna
El Feudalismo
Introducción a la Literatura Española s. XVIII-XX
Ideas políticas y movimientos sociales de la Edad Moderna

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

Based on the belief that language competency is essential to true cultural understanding, the Middlebury College Language Schools were founded in 1915 to offer an intensive and rigorous approach to language learning and cultural appreciation. Every summer the college is transformed into an international campus where adult students of all ages take "the Language Pledge"—a formal commitment to speak only their language of study for a six-, seven-, or nine-week session. The pledge enables students to focus their energies on the acquisition of language skills, to internalize patterns of communication, and to gain cultural perspective associated with the target language.

There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish, and courses range from beginning to advanced to graduate study. Middlebury offers an M.A. in five of the languages and a Doctor of Modern Languages for teacher-scholars proficient in two foreign languages. For more information, please contact the Language Schools at (802) 443-5510 or at <languages@middlebury.edu>, or see <http://www.middlebury.edu/~ls>.

MIDDLEBURY COLLEGE SCHOOLS ABROAD

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

MICHAEL R. KATZ
Dean of Languages and International Studies
D. Phil., Oxford University

DAVID A.J. MACEY
Director of Off-Campus Study
Ph.D., Columbia University

Middlebury College has endorsed the Guidelines for Responsible Study Abroad: Health and Safety, established by the Inter-Organization Task Force on Safety and Responsibility in Study Abroad.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.